

HIGH VIEW PLC				
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Making	Generating ideas	Knowledge	Evaluation	Language
<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p>	<p>Share their creations, explaining the process they have used.</p>	<p>Colour mixing, lines, art, paint, shape, design</p>
Year 1				
Making	Generating Ideas (Conceptual knowledge explore ideas and records feelings and experiences)	Knowledge (Factual Knowledge)	Evaluation	Language
<p>Drawing See Kapow planning for individual lessons</p> <p>Exploring mark making shapes to draw</p> <p>Using 2D mathematical</p> <p>Experimenting with line</p>	<p>Tone</p> <p>Understand what tone is and how to apply this to their own work.</p>	<p>By the end of year 1 pupils will have had the opportunity to study the work</p> <p>Artists, craftspeople, designers</p> <ul style="list-style-type: none"> • Beatrice Milhazes (• Bridget Riley • David Hockney and Vija Celmins • Louis Wain (Movement) <p>Kandinsky, Bernal, Bolotowsky (Shape and Colour)</p> <ul style="list-style-type: none"> • Vincent Van Gogh (Texture) • Jasper Johns (Painting) • Renoir, Sorolla, Kroyer • Louise Bourgeois (Sculpture) 	<p>Identify similarities and differences to others' work</p> <p>Recognise and describe key features of their own and other's work.</p>	<p>Formal Elements Lessons:</p> <p>Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p>
<p>Painting</p> <p>Develop skill and control when painting.</p> <p>Paint with expression</p>	<p>Sketchbooks</p> <p>To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials</p> <p>Use sketchbooks throughout the year to record rough ideas and experiments</p>		<p>Reflecting</p> <p>Describe what they feel about their work and the art of others</p>	<p>Sculpture & Collage Lessons:</p> <p>Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivor</p>
<p>Craft, design, materials and techniques</p> <p>Learn a range of materials and techniques such as clayetching, printing and collage.</p>	<p>Creating original artwork</p> <p>Explore and create ideas for purposes and intentions.</p>		<p>Landscapes Lessons:</p> <p>Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape</p>	
<p>Craft</p> <ul style="list-style-type: none"> • Clay etching • 2D Printing 				
<p>Colour</p> <p>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</p>				<p>Art & Design Skills Lessons:</p> <p>Geometry, Tudor, Great Fire of London, printmaking.</p>
<p>Form</p> <p>Learn about form and space through making sculptures and developing language.</p>				
<p>Line</p> <p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p>				
<p>Pattern</p>				

Understand patterns in nature, design and make patterns in a range of materials.				
Shape Identify, describe and use shape for purpose.				
Texture Use materials to create textures.				

Assessment Year 1

Unit	Learning objective	secure	Greater depth
Formal Elements Exploring three of the formal elements of art: shape, line and colour, children mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water.	Learning that abstract art uses a lot of shapes and creating abstract art using different colours and shapes in an interesting way	Understanding of the terms 'abstract', 'composition' and 'shape'	Confidently experimenting with different compositions and making decisions about the direction of their work which they can justify.
	Creating a modern style line drawing, experimenting with different resources and using the vocabulary; wavy, vertical, horizontal and cross hatch to describe the lines	Knowledge of the language and literacy to describe lines. Control in their use of the string and chalk lines	More precise use of materials and control when drawing lines on the A4 sheet with pencil and on black card using chalk
	Drawing lines to create a water effect using a variety of different materials to create one large collaborative piece of art, using the different styles of drawing lines for effect	Experimenting with a range of mark making techniques.	Linking their marks to others and responding to the music and the work of the artist
	Knowing the names of the primary colours and that these can be mixed to make secondary colours	Remembering the names of the primary colours and the secondary colours.	Remembering how the secondary colours were made
Skills Learning two printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.	Examining a picture in depth to see the details within it to understand the artist's story within a piece of artwork	Reading the picture, identifying different elements and meanings, understanding the narrative and using descriptive language to tell the story.	Having a more highly developed use of descriptive language and ability to answer the final question, justifying their opinion.
	Knowing that yellow and blue mixed together make green and making different shades of green by mixing different amounts of yellows and blues	Painting their picture successfully. Mixing at least five different shades of green and remembering most of the names for green.	Producing higher quality painting outcomes and using a wider vocabulary to describe the shades of green.
	Drawing with different media, drawing around and overlapping a variety of shapes, describing preferences about the effects of different media	Neat and careful colouring featuring a range of different media and colours.	Commenting on the differences between the media and showing some awareness of the characteristics of each (which can be erased, smudged, etc).
	Making a print on a given theme using two different printing techniques	Producing a print of any description to a reasonable standard	Producing a print and including additional details using black marker
	Making a print giving careful consideration to the shape of the lego bricks I choose to print with, using an appropriate amount of paint and a variety of colours within my design	Creating a simple motif using printing blocks.	Creating designs that indicate deliberate pattern and/or colour choices.
Sculptures & Collages (example theme: living things) On the theme of the natural world, children make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by artist Louise Bourgeois.	Creating an even and regular pattern from clay, using lines, curls and circles	Creating a spiral shell shape, manipulating the material with some proficiency. Trying out a range of tools.	More regularity in the pattern, justifying decisions on depth and thickness of the etched markings. Trying out a range of tools, recognising that they have different qualities. Showing an interest in what they think about the work of others
	Creating a 3D model of a creature from recycled materials	The creation of a 3D model animal that can camouflage into its environment.	A more detailed reasoning and justification for how the animal is camouflaged, and for the parts they've given the animals and what those animals do
	Making a 3D sculpture, selecting and arranging natural materials in a meaningful way and explaining the placement of the composition	Working together to collaborate on the arrangement of the items in the design.	Maintaining a sense of symmetry and pattern within the arrangement.
	Planning and creating a 3D sculpture as a class Using different tools and methods to paint a class sculpture	Working successfully with others; sustaining effort over a time. Painting with good technique, ensuring good coverage	An awareness of how the sections they are making contribute to the whole piece. Giving reasons for their evaluation of the success of the project. Suggesting changes that could be made next time
	Identifying key features of a landscape, drawing lines to represent the horizon line and the sea	Accurately drawing horizon lines and beach, with good cutting technique to cut out figures.	Adding freehand drawing and imaginative additional features to their scene.

Landscapes Using Different Media (example theme: at the seaside) Learning about composition and working with different art materials to create texture. The unit is based on the theme of 'the seaside' however there is guidance to adapt the unit to then alternative theme of 'castles'.	identifying different textures in a scene, finding appropriate materials to create different textures and applying these to a well known painting.	Using appropriate textures, quantifying their decisions for using them.	A sophisticated use of textures, using greater care and attention to detail and skill when applying them.
	Creating different tints and shades with paint, creating a tonal representation of the sea and sky and understanding that light colours stand out more and darker colours recede.	A controlled use of paint and water to create tonal areas of dark and light.	Excellent use of colour to create sophisticated tonal areas.
	I can Identifying colours used in an artist's works, mixing colours to match these and applying the colours carefully with a paintbrush.	Creating paintings that are relatively neat and controlled with good use of colour and texture applied confidently.	A more accurate and sophisticated use of colour and texture, identifying some of the colours Van Gogh used and applying them to their own work.
	Painting areas of dark and light, working with a small brush to paint details and using other objects and materials to add further details.	Painting the main characters of their collage with fairly accurate detail.	Painting the main characters of their collage with more sophisticated use of dark and light areas and/or imaginative and controlled use of other materials and inventive composition

Year 2				
Making	Generating Ideas (Conceptual knowledge explore ideas and records feelings and experiences)	Knowledge (Factual Knowledge)	Evaluation	Language
Drawing See Kapow planning for individual lessons Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Developing skill and control with art materials including blending paste		By the end of year 2 pupils will have had the opportunity to study the work of... Artists, craftspeople, designers <ul style="list-style-type: none"> • Max Ernst (Frottage) • Ed Ruscha (Shading, Tone) <ul style="list-style-type: none"> • Clarice Cliff (Design) • Clarice Cliff Plates • Nancy McCrosky (Mural) • Damien Hirst (Drawing) • Julian Opie (Portraits) • Edwina Bridgeman (Human Form0) 	Reflecting When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)	Formal Elements Lessons :Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.
Painting Further improve skill and control when painting. Paint with creativity and expression	Sketchbooks <ul style="list-style-type: none"> • Teacher led idea modelling through discussion and sketching • Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials 			Art & Design Skills Lessons Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.
Craft, design, materials and techniques Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Inspiration from others Developing original artwork from other sources <ul style="list-style-type: none"> • Studying natural forms in the world around them and relating it to their own artwork 			Human Form Lessons: Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.
Colour Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Creating original artwork <ul style="list-style-type: none"> • Working instinctively with clay to create unique designs 			Sculpture & Mixed Media Lessons: Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.

Form Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	<ul style="list-style-type: none"> Representing themselves through art Creating art on themes of personal interest			
Line Draw lines with increased skill and confidence. Use line for expression when drawing portraits.				
Pattern Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.				
Shape Identify, describe and use shape for purpose.				
Texture Use materials to create textures.				

Assessment Y2

Assessment Y2			
Formal Elements Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.	Creating repeating patterns, knowing that a pattern is created by repeating lines, shapes, tones or colours and to create repeating patterns from everyday items with paint	Creating a repeat pattern and understanding how one single shape can create a line of pattern	A creative use of objects to make intricate designs with detail and strong visual impact
	Exploring different textures, taking rubbings using different tools	Collecting contrasting surface rubbings and understanding what makes a more successful texture rubbing	Using descriptive words, exploring techniques more successfully, using drawing tools with confidence
	Creating a picture using a collage of rubbings (frottage) and frottage	Using the rubbings to create an interesting frottage image.	Greater dexterity in tearing or cutting the shapes and a more controlled use of the frottage technique to create an image.
	Creating a 3D drawing	Understanding of the different uses of a pencil to create different tones.	Good observational skills which are shown through careful application of tone to create 3D effects.
	Creating a 3D drawing in colour, using tone to create lighter and darker by using different drawing tools and different ways of holding them	Using the appropriate drawing tool/tools to create different tones and textures on individual planets.	Good observational skills which are shown through careful application of tone to create 3D effects. The ability to work on a larger scale successfully
Skills Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.	Experiencing drawing for pleasure and suggesting ways in which they can improve their own work and the work of others	Completing a drawing of their own choice to a satisfactory standard.	Independently finding an image they want to draw and completing the activity with less guidance and support
	Developing painting skills, working with control and the correct amount of paint	An ability to hold a brush correctly and with confidence. Loading the brush with the correct amount of paint, confidently making flowing lines.	Adding details to their painting with some success.
	Exploring the use of tones in shading, learning to control a pencil to create dark and light tones, shading without any gaps and within the lines	Can shade with a range of tones, neatly within the lines without leaving gaps. Can vary both the tone and the direction and strength of pencil line within their shading.	Can create recognisable shapes within the boxes; working with greater precision in their shading
	Using my hands as a tool for making, creating repeating patterns into clay i	Understanding the properties of clay and how to impress patterns; relating this to printing techniques	Producing neater, more detailed repeated patterns; discussing the effects created by the varying techniques
	Designing a plate in the style of Clarice Cliff, painting colourful circles with care, applying paint using a straw and blowing outwards to make branches	Neat painting strokes when forming the circles.	The proportions of the circles reflecting the original example. Bright colours, applied with neatness behind a strong black silhouette.

	Learning to weave by folding a horizontal piece of paper into eight sections, a vertical into six sections, cutting accurately and threading strips of paper to create a weave pattern	Successfully creating a weave pattern.	Producing higher quality outcomes.
Exploring the Human Form Exploring how bodies and faces are portrayed in art: looking at the work of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.	Working as part of a group to use my body creatively to create human sculptures	Participating effectively in the group and successfully creating photos of letterforms.	Taking a lead in the group, resulting in more intricate letterforms of a higher standard and/or spelling words.
	Drawing a skull, identifying its facial features and tracing accurately and adding decoration	Drawing a basic skull outline and decorating it with a pattern.	Producing a high quality drawing, above the class average. Eloquently expressing a like or dislike for skull art, justifying their preferences/aversions
	Creating a collage of facial features	Producing a face collage of all features in relative proportion to the original image.	Confidently creating collages that evidence more surreal manipulation of facial features. Responding thoughtfully to questioning and giving deeper responses on the complex subject of 'beauty'
	Creating a self-portrait in the style of Julian Opie by drawing long lines to outline the: face, head, neck and hair and adding facial features using dots and small lines	Making secure progress and correctly outlining their own photographed portrait. Recalling key facts about Julian Opie and giving a personal opinion about some of his work.	Creating a higher quality outcome or being able to recite details about Opie's artwork in much greater depth.
	Making a clothes peg figure from a variety of materials	Successfully producing a clothes peg figure. They will know and remember the work of Edwina Bridgeman and have taken part in an evaluation about her work and compared it to their own in simple terms.	Having made more sophisticated outcomes - either reproducing a figure in the style of Edwina Bridgeman, explaining the similarities or alternatively veering away from her style and explaining the differences.
Sculpture & Mixed Media (example theme: superheroes) Creating sculpture and pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes inspired by the works of Roy Lichtenstein.	Creating 3D human forms by bending wire into a superhero shape and making legs, arms and a body using plasticine	Creating a wire-based model of a human that looks active.	Starting to show awareness of the parts of the body which are bulkier than others and showing awareness of the proportions of limbs
	Creating different facial expressions by altering the eyes, mouth and eyebrows	Creating a range of facial expressions.	Adding additional features to create the facial expressions - adding extra lines to eyes, cheeks, tears, drool at the mouth, etc.
	Creating a large piece of collaborative artwork, drawing around a person in a superhero pose, before adding shapes to the piece and materials to add texture	Keeping lines smooth (avoiding feathery or jerky lines).	Taking care in painting the white emulsion paint into the areas, and keeping the glued paper flat.
	Creating a large piece of collaborative artwork, blending paint colour washes into the piece, blending two primary colour washes together to make a secondary colour, creating a dot matrix effect in the style of Lichtenstein and adding shadows by outlining the figures in black	Creating a range of colours using a painting wash.	More regularity in the pattern of the dot printing.
	Creating a large piece of collaborative work, using pastels to add colour in areas not filled with collage or dots, blending two primary colours to make a secondary colour and shading tones	Completing a piece that shows a balance between all the areas. A controlled use of all the media: paint, pen, pastel, paper texture, pattern.	Completing a piece that has a sense of excitement and action. Using the strong, warm colours in the explosions and bringing the piece to life through the use of coloured pastels and black pastel/charcoal. Shading to the edge with minimal gaps and with a neat finish.

Making	Generating Ideas (Conceptual knowledge explore ideas and records feelings and experiences)	Knowledge (Factual Knowledge)	Evaluation	Language
<p>Drawing See Kapow planning for individual lessons Develop drawing skills by drawing from direct observation , applying and using geometry and tonal shading when drawing.</p> <p>Use a range of drawing media.</p>			<p>Reflecting Reflecting on preferences about their work in order to improve it .</p>	<p>Formal Elements Lessons: Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.</p>
<p>Painting Increase skill and control when painting. Apply greater expression and creativity to own paintings</p>	<p>Sketchbooks</p> <ul style="list-style-type: none"> Using sketchbooks to generate ideas and observations Expressing thoughts and observations in sketchbooks Making records of experiments with various material 	<p>By the end of year 3 pupils will have had the opportunity to study the work Artists, craftspeople, designers Study and discuss the work of the artists..</p> <ul style="list-style-type: none"> Carl Giles (drawing) Diego Velazquez (Tone) <p>Craft & Design: Puppets Prehistoric Artists:</p>	<ul style="list-style-type: none"> Discussing art using an increasingly sophisticated use of language (formal elements) 	<p>Art & Design Skills: Puppet, shadowpuppet, decorate, detail, observation, tint, shade, light and dark.</p>
<p>Craft, design, materials and techniques Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p>				<p>Prehistoric Art: Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.</p>
<p>Colour Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</p>	<p>Inspiration from others Expressing original thoughts and ideas about the art of others</p>			<p>Craft: Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.</p>
<p>Form Further develop their ability to describe 3D form in a range of materials, including drawing</p>	<p>Creating original artwork</p> <ul style="list-style-type: none"> Representing themselves and their family through their art Controlling materials to achieve a desired effec 			
<p>Line Express and describe organic and geometric forms through different types of line Analyse and describe texture within artists' work..</p>				
<p>Pattern dentify, draw and label shapes within images and objects.</p>				
<p>Shape Create and form shapes from 3D materials..</p>				
<p>Texture Analyse and describe texture within artists' work.</p>				

Assessment Year 3

Unit	Learning objective	secure	Greater depth
<p>Formal Elements</p> <p>Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire.</p>	<p>Applying even layers of pencil tone when shading, using the side of the pencil and holding it flat to the paper and applying the four rules of shading: Shading in ONE direction Creating smooth, neat, even tones Leaving NO gaps Ensuring straight edges</p>	<p>Shading the shapes with a reasonable degree of accuracy and skill following the four shading rules.</p>	<p>Following all four shading rules to a high degree of accuracy and with minimal teacher input or direction.</p>
	<p>Showing tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually</p>	<p>Shading from light to dark with a reasonable degree of accuracy and skill. Blending tones smoothly and gradually without any sudden changes from light to dark.</p>	<p>Defining 'tone' and applying this to their work. Shading the background to the sheet as well as the main object</p>
	<p>Identifying and drawing geometric shapes found in objects, learning that natural objects are usually formed of wavy lines and man-made objects of straight lines</p>	<p>Their ability to label their drawings with the names of the shapes they've identified. Having sketched the basic shapes lightly before drawing them more accurately.</p>	<p>Their ability to sketch the basic shapes with ease and adding detail with confidence and clarity.</p>
	<p>Identifying the basic geometrical shapes when drawing objects and using these to help draw more accurately</p>	<p>Drawing a drinks can shape using light guidelines and simple geometric shapes.</p>	<p>Easily constructing a 3D form from 2D shapes. Using boxes and guidelines effectively to measure and construct lettering.</p>
	<p>Creating and form shapes using soft modelling wire, bending, manipulating and joining wire to create a desired shape, working safely with tools</p>	<p>Successfully bending the wire to follow a simple template. Adding additional details for stability and aesthetics.</p>	<p>Creating a strong, stable and decorative wire fish. Adding more decoration with either additional wire or tissue paper and PVA glue..</p>
<p>Skills</p> <p>Making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator.</p>	<p>Drawing in a minimalist cartoon style, giving each character a distinctive feature to identify them and comparing their work to that of other artists</p>	<p>The cartoon drawings feature a few lines, enough to make each character distinguishable.</p>	<p>Commenting on how Giles' arrangement and positions of the characters make mum seem lonely. Suggesting what the characters might do to make her less lonely. Drawing their characters using non-stationary poses to give them a sense of movement and featuring appropriate expressions or reactions to the scene.</p>
	<p>Using different materials to create a puppet figure, making the various parts of the puppet to the correct proportions</p>	<p>The creation of a 3D model (puppet) which resembles a mouse and has its features in reasonable proportion. Mixing paints to match the tone of grey and paint neatly and with control, ensuring good coverage.</p>	<p>Their ability to construct their puppet with care, ensuring a neat finish and attention to detail. Presenting their work to a good standard and painting the texture of fur using tones of grey.</p>
	<p>Designing and creating a sock puppet</p>	<p>Using the materials provided to make a workable puppet with clear features.</p>	<p>Using the materials provided to make a puppet that has features tailored to be scary. Making a monster of their own, choosing and identifying how the character could fit into the story narrative</p>
	<p>Designing and creating a shadow puppet theatre, understanding that the features of a shadow puppet are shown through its silhouette</p>	<p>Cutting out characters of the mice and the monster to use in the shadow theatre. Explaining that the shadow is caused by the light from the lamp being blocked.</p>	<p>Careful design of their own shadow puppet figure(s) with detailed cutting creating a more effective figure.</p>
	<p>Drawing from observation; recognising shapes in an object and describing texture and colour</p>	<p>Through observation they will be able to describe and then to draw the shapes that make up the object. They will be able to develop the drawing using colour, texture and detail.</p>	<p>Good observational skills which are shown through careful drawing and accurate representation of the object and control and variety in use of line, colour and tone.</p>
	<p>Altering the tint and shade of a colour, understanding that a tint is made by adding white and a shade by adding black</p>	<p>Painting the worksheets accurately – to the edges. Blending the colours smoothly from one tone to the next.</p>	<p>Some might paint two or more sheets to a higher standard using several colours.</p>

<p>Prehistoric Art</p> <p>Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.</p>	Learning how prehistoric man made art, painting with muted earth colours and reflecting this style in their work	Recognising the processes involved in creating prehistoric art, explaining roughly when they were made as well as creating their own animal drawing in this style.	Working with a greater level of control and detail when drawing and with a greater working knowledge of prehistoric animals, including which ones are extinct.
	Scaling up drawings, identifying key 2D shapes within an image and applying and blending charcoal to create tone and texture	Creating a large scale copy of a small sketch, using charcoal to recreate the style of cave artists.	Confidently working with the medium of charcoal and chalk, using different techniques and tools to create varied effects and textures.
	Experimenting with the pigments in natural products to make different colours, identifying which natural items make the most successful colours	A good understanding of colour mixing from natural pigments, evidenced by the record of mixed colours in sketchbooks.	A wide range of experimentation and mark making, showing advanced colour mixing and blending of pigments to create new colours.
	Developing painting skills, mixing paint to create a range of natural colours and experimenting with techniques to create different textures	Experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style.	Using greater skill and control in their painting and creating a more complex and sophisticated composition, possibly involving more than one animal.
	Collaborating in group to create a large piece of artwork, creating designs using both positive and negative impressions and creating natural colours using paint	Successfully making positive and negative handprints in a range of colours.	Creating more elaborate designs, manipulating colours patterns and shapes to suit their own ideas and intentions.
<p>Craft</p> <p>Creating a mood board to work as a visual mind map and source of inspiration. Tie-dyeing, weaving and sewing to create a range of effects using fabric, culminating in a finished t-shirt to showcase these skills.</p>	Creating a mood board	Creating a mood board that shows a selection of pictures, colours, photographs, words and drawings and justifying their choices.	Explaining their choices in depth and placing the most important items at the intersection points.
	Creating tie-dyed materials and describing the similarities between tie-dyeing and wax resist	Creating a tie-dyed piece of material and t-shirt using colours from their mood board, understanding the need for gloves, aprons and protective sheeting.	Predicting the patterns that their tying up would produce and describing what happens when two coloured dyes mix.
	Creating a piece of paper weaving	Producing a finished piece of paper weaving that uses colours represented on their mood board and is neat and accurate, keeping the weaving pattern consistent.	Producing a piece of weaving that uses more unusual shapes in the weft pieces and exploring different weave patterns while still ensuring their work is even and consistent.
	Weaving using different materials	Producing a finished piece, where the weaving has alternated in direction on each line, using a range of materials and commenting on their choices (eg: whether they were hard/easy to weave, how they look).	Producing a neat, secured weave and making well thought out comments on what could be improved upon. There is an element of structure to their work (eg: colours organised into strips).
	Sewing designs using running stitch onto a t-shirt to personalise it	Cutting the material neatly into a chosen shape, then sewing the shape on using a running stitch, using their mood board to generate ideas.	Using small and neat stitches, explaining their choice of shape/design and including woven fabric in their design.

Making	Generating Ideas (Conceptual knowledge explore ideas and records feelings and experiences)	Knowledge (Factual Knowledge)	Evaluation	Language
<p>Drawing See Kapow planning for individual lessons Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing</p>			<p>Reflecting Using their own and other’s opinions of their work to identify how to improve</p>	<ul style="list-style-type: none"> • Formal Elements Lessons: Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making.
<p>Painting Develop skill and control when painting. Paint with expression. Analyse painting by artists.</p>	<p>Sketchbooks Using sketchbooks for planning and refining ideas</p> <ul style="list-style-type: none"> • Recording ideas for materials and composition • Developing skill and technique using various media in sketchbooks 		<ul style="list-style-type: none"> • Building a more complex vocabulary when discussing art (formal elements) 	<ul style="list-style-type: none"> • Sculpture Lessons: Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.
<p>Craft, design, materials and techniques Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</p>				<ul style="list-style-type: none"> • Art and Design Skills Lessons: Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiseries, op-art.
<p>Colour Board Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</p>	<p>Inspiration from others Using literary sources to convey ideas through art</p>	<p>By the end of year 4 pupils will have had the opportunity to</p> <p>Study the work of the artists</p> <ul style="list-style-type: none"> • Luz Perez Ojeda Formal Elements: Optical Illusions • Paul Cezanne: (Painting) • Giorgio Morandi (Drawing: Still Life) • David Hockney (Every Picture Tells a Story) • Edward Hopper (Every Picture Tells a Story) • Pieter Brueghel (Every Picture Tells a Story) • Giuseppe Archimboldo (Sculpture) • El Anatsui (Sculpture) • Barbara Hepworth (Art & Design Skills) 		
<p>Form Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work</p>	<p>Creating original artwork</p> <ul style="list-style-type: none"> • Expressing thoughts and feelings through tactile creation of own work • Manipulating composition and materials to achieve a desired effect • Representing ideas from multiple viewpoints and perspectives 			
<p>Line Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</p>				
<p>Pattern Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p>				
<p>Shape Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist’s work.</p>				
<p>Texture Use a range of materials to express complex textures.</p>				

Assessment Year 4

Unit	Learning objective	secure	Greater depth
Formal Elements Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate an ancient geometric pattern.	Experimenting with charcoal to create different textures and effects to express the meaning of words and phrases in an abstract way	Having successfully reproduced and labelled at least eight different mark making techniques.	Also beginning to create their own abstract compositions.
	Creating patterns using a playdough printing block.	Successfully completing a pattern using playdough and pressing techniques.	Producing more complex patterns using a variety of different shapes and/or colours more creatively.
	Making a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it	Successfully completing a pattern using mathematical shape.	Producing complex patterns using a variety of different shapes and/or using colour more creatively.
	Applying mathematical techniques of reflection and symmetry to create a flip pattern	Successfully creating a flip pattern where the original image has been reflected correctly.	Those who colour their pattern neatly or go on to make further flip patterns.
	Creating a geometric pattern using a compass	Successfully completing a flower of life pattern.	Extending their work into more complex patterns.
Skills Creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours and learning about the role of a 'curator.'	Arranging and drawing a still-life image from observation, sketching outlines of the objects using symmetry lines and using light, medium and dark tones to make the drawing look 3D.	Understanding the different uses of a pencil to create different tones. Using lines of symmetry to help them draw shapes.	Good observational skills which are shown through careful application of tone to create 3D effects and through accurate outlines.
	Understanding that the role of a curator is to set up and manage collections of works of arts within museums and galleries	Understanding what a curator is and seeing the links between careers/employment and creative/cultural industries. Working collaboratively.	A more highly developed use of descriptive language and understanding of the role. An ability to explain actions and decisions with reasoning and logic.
	Painting in the style of the artist Paul Cézanne, mixing colours and using the same brush stroke techniques	Mixing four secondary colours and painting an object to some level of success in a Cézanne style.	Painting in the style of Cézanne to a higher level, applying it to other subject matter.
	Creating a small scale sculpture, using tools and hands to carve, model and refine the sculpture	Understanding the need to design a simple, organic shaped sculpture through sketching and transferring this successfully to the soap carving.	Confident use of materials in both the 2D and 3D tasks (drawing of their design and the sculpture) and a clear link between both understood and developed at a higher level. Sophisticated use of materials.
	Recreating a willow pattern design to convey aspects of a story, using undiluted ink to add detail and a water wash to add lighter tones	Using a variety of blue tones using a washed colour. Drawing a design using features of a chosen story	Painting a thoughtful design, drawing neatly with the ink. Adding a decorative pattern to the outside of the plate.
	Learning that lenticular printing gives an optical illusion by using two images and creating an image using the principles of lenticular printing	Measuring, marking and cutting on the lines, accurately. Sticking the strips of the pictures in the right order.	Choosing two appropriate pictures to use so that there is a link/juxtaposition between them. Preparing and sticking their portraits in sequential order and with neatness so that the optical effect works well. Evaluating how well their picture's optical effect worked.
Every Picture Tells a Story Analysing works of art and creating photo collages and abstract art inspired by the works explored.	Describing the formal elements within a picture and analysing and acting out a famous painting	Reading the picture, identifying different elements and meanings, understanding the narrative and using descriptive language to tell the story.	Having a more highly developed use of descriptive language and empathy with the characters and the emotional content of the painting.
	Analysing and finding meaning in a painting, describing the story behind it and the formal elements within it	Understanding and describing the narrative and being creative and imaginative in finding their own meaning in the painting.	Including extra details in the description of the narrative behind the story as well as describing the next stage of the story as they imagine it.
	Describing the story behind a painting and acting it out	Describing and acting out the narrative behind a picture, being creative and imaginative in finding their own meaning in the painting.	Using richer language in their descriptions as well developing their suggested narrative based on observed details in the picture.

	Interpreting the meaning within a painting, describing the story that it tells	Finding their own meaning in the painting and connecting it to the world that they live in now; focusing on different parts of a picture.	Describing individual sections of the painting; identifying the different activities happening and interpreting the possible stories behind them.
	Analysing abstract paintings and describing them and the formal elements within it	Reading the picture, identifying different elements and meanings, understanding the narrative and using descriptive language to tell the story, as well as creating a drawing based on a famous piece of art.	Using richer language in their discussions and justifying their opinion as well as creating an inventive drawing which represents the same theme as a famous piece of art.
Sculpture Exploring and using unusual objects to create 3D works of art. Creating drums and maracas from recycled materials and looking at different techniques, such as wax resist and collages to create different effects.	Creating a musical instrument from recycled materials.	Creating a decorated shaker instrument with an even pattern.	The detail in the decoration showing reference to the styles represented by other West African instrument decoration.
	Decorating musical instruments from recycled materials, drawing recognisable musical notes and symbols and using wax resist to create a pattern.	Identifying that smaller tins create a higher pitched sound and creating a wax resist pattern involving musical notes and symbols.	Predicting how the pitch will be affected by the tin size, suggesting various ways of striking to create different timbres. They will also draw a range of recognisable musical notes and sounds in wax and create an effective wax resist pattern.
	Creating a collage in the style of the artist Arcimboldo, creating a collage of contrasting images.	Creating a collage using thoughtful arrangements of the food; for example, using round fruit for the eyes, and bananas (or other curved shapes) for the eyebrows.	Showing creativity in their choice of subject and the way they arrange the objects in the composition when creating a collage in the shape of a face using a contrasting subject matter.
	Creating a sculpture in the style of sculptor Sokari Douglas Camp	Creating a word using block lettering created from reusing cardboard packaging in the style of Sokari Douglas Camp.	Keeping letter size consistent so that the words are easily readable; using serifs to create a specific font or style in the lettering.
	Creating a sculpture in the style of El Anatsui, from reused materials	Creating a sculpture in the style of the artist El Anatsui using reused materials; explaining the reasoning behind the placement of the objects.	Thoughtful placement of the lids, with geometric/coloured patterns and arrangements evident in the design.

Making	Generating Ideas (Conceptual knowledge explore ideas and records feelings and experiences)	Knowledge (Factual Knowledge)	Evaluation	Language	
<p>Drawing See Kapow planning for individual lessons Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p>	<p>Sketchbooks</p> <ul style="list-style-type: none"> Working collaboratively to explore ideas for meeting a design brief Developing and discuss ideas through sketches Enhancing knowledge of skill and technique using various media in sketchbooks 	<p>By the end of year 5 pupils will have had the opportunity to</p> <p>Study the work of the artists:</p> <ul style="list-style-type: none"> Hundertwasser (Formal Elements) Banksy Every (Picture Tells a Story) Andy Warhol (Every Picture Tells a Story) John Singer Sargent (Every Picture Tells a Story): Magdalene Odundo (Every Picture Tells a Story) 	<p>Reflecting Regularly analysing and reflecting on their progress taking account of intentions and opinions</p>	<p>Formal Elements Lessons: Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy</p>	
<p>Painting Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression</p>	<p>Inspiration from others Using the work of artists' to explore own ideas</p> <ul style="list-style-type: none"> Expressing ideas and feelings about familiar products 		<ul style="list-style-type: none"> Developing a greater understanding of vocabulary when discussing their own and the work of other 	<p>Make My Voice Heard Lessons: Graffiti, contrasting, commissioned, Guernica, sculpture.</p>	
<p>Craft, design, materials and techniques Create mixed media art using found and reclaimed materials. Select materials for a purpose.</p>			<p>Form Further extend their ability to describe and model form in 3D using a range of materials.</p>		<p>Every Picture Tells a Story Lessons: Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.</p>
<p>Colour Select and mix more complex colours to depict thoughts and feelings.</p>					<p>Creating original artwork</p> <ul style="list-style-type: none"> Designing new architectural forms to satisfy their own ideas and intentions Designing and inventing new products Linking artwork to literary sources Creating ideas for inventions for a purpos
<p>Line Extend and develop a greater understanding of applying expression when using line.</p>	<p>Formal Elements Lessons: Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy</p>				
<p>Pattern Construct patterns through various methods to develop their understanding.</p>					
<p>Shape Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p>					
<p>Texture Develop understanding of texture through practical making activities.</p>					

Assessment Year 5

Areas of Learning	Learning objective	secure	Greater depth
Formal Elements Architecture Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and whether there is scope to change and improve them.	Drawing a picture from observation, looking closely at details to be able to interpret them accurately	Sketching a house from first-hand or second-hand observation.	A more detailed and accurate drawing that skilfully represents the house
	Composing a print from a larger observational drawing.	Composing and creating a clear print.	Creating a more detailed and accurate monoprint that makes use of compositional dynamics.
	Transforming the look of a building in the style of the artist Hundertwasser..	Using images of Hundertwasser’s work to influence their own house designs.	Creating an elaborate house design, with higher levels of colour and pattern, incorporating some imaginative features, transforming the look of the building.
	Designing a building in an architectural style, drawing a perspective view, and a plan view or front elevation.	Creating a building design based on a theme or set purpose; drawing either a perspective view, a plan view or front elevation.	A more intricate design, perhaps using an architectural style layout or building design that shows a high level of detail and consideration as well as considering the interior of their building.
	Designing a monument to symbolise a person or event.	Describing what a legacy is and designing a monument which symbolises a person or event.	Creating an intricate design that uses symbolic aspects and has a strong, visual concept.
Skills Designing an invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning how to ‘think’ like an artist.	Using imagination and visualisation to create an original piece of artwork	Sketchbooks that show good, initial ideas that are well researched and developed into a successful composition. This may or may not be complete, but the intention is well evidenced.	A more creative composition that skilfully represents a good, original concept or idea.
	Creating a continuous line portrait drawing, adding text to it and varying the size of the letters for artistic effect	A successfully completed poetry portrait that uses a combination of writing and drawing.	A more creative composition that skilfully manipulates text and image.
	Planning and creating a collage then drawing and colouring it from observation	Completing a collage drawing with some colour added.	Highly detailed drawings, using a range of more advanced colours.
	Selecting a section of a drawing to enlarge, scaling it to a larger size and painting accurately and evenly without leaving brush marks or gaps	A completed, scaled up version of part of their collage that is either partly or fully painted.	A painting completed to a higher skill level, featuring more complex colour mixing.
	Developing observational drawing skills, creating a continuous line drawing, using a pencil with fine control to create detail and adding tonal graduation	Using line and tone together and making decisions about their work through close observation and understanding of what they are drawing.	Being technically more adept at drawing and more fluent with their use of materials and accuracy of observation
	Designing a new invention for a set purpose, brainstorming ideas, developing and communicating these through notes and drawings then selecting one idea and drawing and annotating it in full	Understanding that everything starts with an idea, drawing, diagram and design. Recognising a clear link to the creative and cultural industries, where innovation is important.	Will be able to visualise their idea and invention as a viable proposition.
Every Picture Tells a Story Analysing the intentions of artist Banksy; making ink symmetry prints inspired by psychologist Rorschach; telling a story using emojis; using drama to recreate a poignant war scene and creating art inspired by the ceramic work of Magdalene Odundo.	Evaluating and analysing creative work, understanding that art can have both meaning and message	Understanding why Banksy makes public art with a message and that a message can be changed by subtle revisions	Will connect to the SMSC aspects of this lesson with both empathy and understanding and see the British Values in the lesson.
	Using materials to create a symmetrical, abstract image	Understanding and controlling the process and also generating ideas for reading and interpreting the outcomes	Being technically more adept at the process and imaginative and creative in reading and interpreting the outcomes.
	Using symbols to create a meaningful message	Understanding that visual language has been used throughout history and can convey messages.	Imaginative and creative responses to the task and a thoughtful approach to creating a message.
	Evaluating and analysing a picture, demonstrating its meaning through drama and comparing its events to current news	Being able to read a picture well and see beyond the initial first glance. The ability to analyse and evaluate an image successfully.	A sense of empathy and understanding of the meaning of the painting. The ability to accurately play their own part in the tableau. Playing a leadership role in the direction of the tableau.
	Developing ideas for 3D work through 2D sketching and drawing, exploring shape and form	Understanding where Odundo gets her inspiration from and the importance of the sketchbook in developing the shapes and ideas.	Confidently working in an unfamiliar way and in an unusual space and understanding why drawing is important in the ceramic process.
Design for a Purpose	Understanding how visual language can be used to communicate personality and interests	Understanding how coats of arms developed and how images and symbols can represent meaning as well as selecting and using imagery for their own design.	Creating a more complex design, either with more than four areas or more decorative features, as well as explaining the positioning of different images or text within it.

<p>Designing to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name. Learning to draw inspiration from different sources and experimenting with a range of techniques.</p>	<p>Working collaboratively to a specific design brief, learning that designers start with ideas and rough drawings before finalising their designs</p>	<p>Adding design ideas which have a strong link to the design brief for their empty room and explaining how design can change and enhance a space.</p>	<p>Having an original and creative approach to the design brief and able to articulate reasons for choices and review and modify designs as they progress.</p>
	<p>Working collaboratively to a specific design brief, presenting ideas and designs clearly in a visual format, reviewing and modifying them as they work</p>	<p>Creating a detailed final design and working collaboratively with their partner.</p>	<p>Regularly reviewing and modifying their design through discussing it with their partner, articulating reasons for their choices.</p>
	<p>Working in a team to design a product, learning how advertising, names, USPs (unique selling points) and packaging help to sell a product and to give it an identity</p>	<p>Explaining how a product identity starts as an idea before its commercial launch and working as part of a group to design a product based on a word.</p>	<p>Having an original and creative approach to the design brief and articulating reasons for choices, reviewing and modifying designs as they progress.</p>
	<p>Working in a team to create and 'sell' a product idea to a client</p>	<p>Explaining how advertising and words are used to 'sell a product' and how an idea can be shared with potential clients.</p>	<p>Showing leadership skills in collaborative group work and creatively articulating their design ideas.</p>

Making	Generating Ideas (Conceptual knowledge explore ideas and records feelings and experiences)	Knowledge (Factual Knowledge)	Evaluation	Language
<p>Drawing See Kapow planning for individual lessons</p> <p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p>	<p>Sketchbooks</p> <p>Using sketchbooks for planning and refining ideas</p> <ul style="list-style-type: none"> Recording ideas for materials and composition Developing skill and technique using various media in sketchbooks 	<p>By the end of year 6 pupils will have had the opportunity to</p> <p>Study the work of the artists:</p> <ul style="list-style-type: none"> Claude Monet William Morris (Craft) Edward Hopper (Art & Design Skills) of 	<ul style="list-style-type: none"> Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work . 	<p>Still Life Lessons:</p> <p>Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture..</p>
<p>Painting</p> <p>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work</p>		<p>Edward Hopper</p> <ul style="list-style-type: none"> Kathe Kollwitz Make (Clay Sculptures) Pablo Picasso Mark Wallinger (Clay Sculptures) 	<ul style="list-style-type: none"> Using the language of art with greater sophistication to discuss art 	<p>Make My Voice Heard Lessons</p> <p>Graffiti, contrasting, commissioned, Guernica, sculpture</p>
<p>Craft, design, materials and techniques</p> <p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms</p>	<p>Inspiration from others</p> <p>Learning ways that artists represent their ideas through painting</p> <ul style="list-style-type: none"> Developing personal, imaginative responses to a theme 	<p>(Photography)</p> <ul style="list-style-type: none"> Jenny Holzer (Photography) Edward Weston (Photography) Edvard Munch (Photography) Paul Cezanne, Jaromir Funke, Ben Nicholson 		<p>Photography Lessons:</p> <p>Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.</p>
<p>Colour</p> <p>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters</p>	<p>Creating original artwork</p> <ul style="list-style-type: none"> Expressing ideas about art through messages, graphics, text and images Producing personal interpretations of cherished objects Expressing their own ideas and feelings through pattern 	<p>(Still Life):</p>		<p>Art & Design Skills Lessons:</p> <p>Impressionism, zentangle, prototype, appreciation.</p>
<p>Form</p> <p>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p>	<ul style="list-style-type: none"> Creating imaginative and expressive 3D forms to convey meaning 			
<p>Line</p> <p>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists</p>				
<p>Pattern</p> <p>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p>				
<p>Shape</p> <p>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p>				
<p>Texture</p> <p>Understand how artists manipulate materials to create texture</p>				

Assessment Year 6

Unit	Learning objective for each lesson	secure	Greater depth
<p>Make my Voice Heard</p> <p>Analysing world by artists Picasso and Kollwitz, and through the mediums of graffiti, drawing, painting and sculpture, creating artworks that speak to the viewer.</p>	Creating graffiti art using block letters, serifs, two contrasting colours and a 3D shadow	Producing a large piece of graffiti artwork with block lettering and the inclusion of serifs to extend letters and fill the space.	Producing artwork with intertwined letters and a contrasting background. Applying colour carefully and neatly within the lines. Adding blocked in shadows to the design.
	Drawing emotions through a series of lines to create a simple portrait for a face, using charcoal to add shadows	Copying the lines from the drawing to create a basic face shape. Trying out different eyebrow and mouth shapes.	Smudging the charcoal to create shadowed areas. Darkening the background to use a chiaroscuro effect. Creating a range of emotions in their drawings
	Planning and creating a drawn composition in the style of Picasso's 'Guernica' by: using symbols to convey a message and considering where the tones of black, grey and white are used to create effect	Producing a sketched composition to represent the First World War. Including appropriate symbols in their work.	A balanced composition – no areas too busy/too empty. A clear use of light and dark.
	Using paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica' using masking tape to create straight lines	Children painting in tones of black and white. A neat application of paint applied inside the lines.	Clear, simple symbols that add impact. An ability to explain how their composition balances the dark/light areas.
	Creating a sculpture of a head from clay using sculpting tools	Creating a sculpture of a head from clay by using clay and tools effectively. Stopping the clay from drying out while working with it.	Expressing an emotion or an idea through the sculpture and describing their choices.
<p>Skills</p> <p>Design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper.</p>	Analysing and evaluating artwork, specially: 'saying what you see', techniques used, form and shape, colour and light and its title The title	Describing in basic terms what is depicted in the scene, suggesting what the painting is about. Attempting to talk about the colours in the picture and explaining why some areas are light and some are dark.	Suggesting the meaning behind the title. An understanding as to why the term 'realism' applies to the painting.
	Researching and adopting the style of impressionist painters	Completing a study of a section from an Impressionist painting that is accurately labelled, mixing colours and applying paint in the style of Monet	Completing their work to a greater level of detail, mixing more complex colours and ensuring there are no areas of white within the piece
	Using repeated patterns, desinging a matrix by drawing different zentangle patterns	Understanding what a zentangle is and how pattern can be created simply with repeated shapes and lines. Knowledge that pattern can come from observation, memory and imagination.	Being technically more adept at drawing and more fluent with creating original patterns and designs.
	Creating a repeated pattern through printing, transferring a zentangle pattern onto a tile, creating a reverse system where imprinted lines become white and the background the colour of the ink used	Understanding how a pattern can be repeated through printmaking. Using the materials safely and successfully.	A well selected design and a confident and fluent use of materials and processes to create their print.
	Designing and making a prototype as part of a group, reviewing, evaluating and modifying ideas as the design develops and sharing ideas verbally and through quick sketches	Understanding that a hat can be designed for different purposes. Explaining their thinking and ideas behind the purpose of their hat.	Innovation and creativity in response to the design brief.
<p>Photography Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages</p>	Creating a photomontage image by selecting images and creating a composition from them	Explaining how a new image can be created by using a combination of other images; understanding what photomontage is and creating their own individual work.	Demonstrating skill and finesse when cutting, arranging and using the camera, resulting in an imaginative and creative responses to the task.
	Using text and images together to create meaningful and powerful photo posters	Understanding the concept of Jenny Holzer's work and how art uses words to communicate message, as well as image.	Creating memorable phrases with fluent use of language and photo editing skills to reflect a message, explaining their choices in deta
	Creating abstract art through photography, taking photographs with care and choice, making decisions about cropping, editing and presentation of images and learning the terms: macro, and monochromatic	They will be able to choose and select appropriate options in setting up their photograph, use the recording devices and available software with confidence.	Use more critical analysis in looking at the artist's work, use hardware and software fluently.
	Creating a continuous line self portrait drawing from a photograph	Describing how self portraits have changed over time, taking a photo of themselves which captures expression and developing their control over line in observational drawing.	Explaining the role of the self portrait in the history of art, and accurately using line drawing to replicate expression, shape, form and detail.
	Replicating the mood and expression of a painting through photography	Analysing and explaining the concept of 'The Scream' and replicating the pose and expression in a photograph as well as editing it.	Explaining the composition and expression of the piece as well as giving well-reasoned explanations of why they have used the techniques and materials in their piece.

<p>Still Life: Memory box</p> <p>Creating a variety of pieces influenced by different artists and using a range of mediums. Using charcoal, erasers and paint to depict a chosen composition of special objects before constructing a memory box to showcase their work.</p>	Sketching ideas for a still life study, focussing on form and layout	Creating a balanced composition of objects, then making pencil sketches depicting the objects chosen for the still life study, making several attempts at each drawing.	Making more accurate, detailed drawings of the objects, using the frame to line up objects.
	Drawing a still life study in charcoal, creating clear lines and shapes and showing light and shadow.	Making a composition using basic, simplified shapes, making some areas much darker and others lighter or white to create a contrast in the picture.	Simplifying the objects to basic shapes, keeping the positional relationship between the objects as well as keeping the same light source on all objects, with accurate shadows
	Drawing using a negative medium, picking out areas of light and shadow.	Making an even coverage with the graphite sticks then following the lines of the composition, keeping the shape of the objects in the still life.	Creating clear, smooth lines and shapes then enhancing their drawings with highlighted areas and shadows.
	Painting a still life study in colour, focussing on: form, line and layout, mixing colours to create a desired hue and mixing darker and lighter tones	Using the appropriate colours to paint the objects, making sure their composition is recognisable from the preparatory sketches.	Varying the tints and shades to make the colours look more lifelike, including a highlights and shadows.
	Creating a box to showcase my work, representing ideas graphically, combining words and graphics	Creating clear drawings presented with readable, relevant text and constructing the box neatly.	Making use of colour, line and font to add feelings to their graphics.
