

ART & DESIGN

Purpose of Study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

KS1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2 Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
 - about great artists, architects and designers in history.

Intent

At Anderton Primary School Art and Design is given a high priority in our curriculum as our children understand the importance of having a creative mind and requested increased opportunities to learn new creative skills throughout school. The children are given the opportunity to explore and develop their practical and creative thinking skills using a variety of media and techniques. Each year the children will have the opportunity to learn about the techniques of known artists, architects and designers in depth and gain the knowledge of their working methods, as well as exploring art and pattern throughout different cultures around the world.

Implementation

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. Art and Design is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. Pupils are encouraged to apply their Art and Design skills in all areas of the curriculum, seeing the real-life application and value of art. We want pupils to use the art, craft and design techniques they learn as part of a creative journey; where experimenting, reflecting, adapting and refining are just as valued as a finished piece of artwork.

Impact

The high-quality teaching of Art at Anderton Primary School will enable learners to build a strong range of core skills as they progress through the school that will give them the opportunity to express their ideas clearly across different media. All children will feel empowered to create their own pieces of art and will have a wide artistic vocabulary that will help them voice their ideas and evaluate their own work and the work of others. Children will have learned about artists from different cultures and time periods, racial backgrounds and ideologies. They will learn to see the value of art in a variety of contexts and the scope of art to build towards different careers in the future.

Key Concepts (Curriculum Overview)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Self Portraits Mark Making Jackson Pollock – Marble Painting	Natural & Animal Prints Andy Goldsworthy		Printing Van Gogh		Space Prints Andy Warhol	
Spring	Dinosaur Prints Design and Create Dinosaur Eggs		Lowry - Painting and Collage		European Art Anselm Kiefer		Range of movements in art history Monet, Seurat
Summer	Kandinsky – Concentric Circles - Colour Mixing Observational Drawing – flowers and trees	Self Portraits Picasso		Weaving Tony Kerrins		Sculpture Michelle Reader	

Skills and Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas	Show an awareness of their feelings linked to the exploration of real objects, experiences, materials, artefacts and textures within their world. Observe and notice features and details within their world. Talk about what they see.	Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	• Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and Developing Work	Talk about what they are creating. Can explain the processes, techniques and materials/ media they have used, using specific vocabulary. Share their ideas, thoughts and feelings about their creations with others.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further.

	Say what they like and dislike about their work. Make suggestions about changes they could make.		<ul style="list-style-type: none"> Annotate work in sketchbook. 	<ul style="list-style-type: none"> Annotate work in sketchbook. 			
Drawing	Explore different techniques when drawing using a variety of materials and media.	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour 	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <ul style="list-style-type: none"> Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. 	<p>Experiment with different grades of pencil and other implements.</p> <ul style="list-style-type: none"> Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<p>Make informed choices in drawing inc. paper and media.</p> <ul style="list-style-type: none"> Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. 	<p>Use a variety of source material for their work.</p> <ul style="list-style-type: none"> Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <ul style="list-style-type: none"> Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	Explore different techniques when painting using a variety of materials and media.	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <ul style="list-style-type: none"> Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. 	<p>Mix a range of secondary colours, shades and tones.</p> <ul style="list-style-type: none"> Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. 	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <ul style="list-style-type: none"> Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. 	<p>Make and match colours with increasing accuracy.</p> <ul style="list-style-type: none"> Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <ul style="list-style-type: none"> Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 	<p>Create shades and tints using black and white.</p> <ul style="list-style-type: none"> Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).
Printing	Explore different techniques when printing using a variety of materials and media.	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <ul style="list-style-type: none"> Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment 		<p>Print using a variety of materials, objects and techniques including layering.</p> <ul style="list-style-type: none"> Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing. Research, create and refine a print using a variety of techniques. Select 		<p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <ul style="list-style-type: none"> Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. 	

				broadly the kinds of material to print with in order to get the effect they want		Choose inks and overlay colours	
Textiles/ Collage	Manipulate, control and explore a range of tools and equipment for different purposes. Explore different techniques when collaging using a variety of materials and media.		<ul style="list-style-type: none"> • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. • Create textured collages from a variety of media. 	Use a variety of techniques, e.g. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved.			Join fabrics in different ways, including stitching. <ul style="list-style-type: none"> • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work.
3D form	Explore different techniques when sculpting using a variety of materials and media.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. • Understand the safety and basic care of materials and tools.			Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. <ul style="list-style-type: none"> • Use a variety of materials. 	Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and manmade materials to create sculpture. • Plan a sculpture through drawing and other preparatory work.	

Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas	Make, create	Explore, discover, share, express	Experiment, starting point, subject	Combine, transform, manipulate, sketchbook, primary source secondary source	Stimuli, arrangement, modify, process, intention	Outcome, inspiration, open-ended, research, justify	Context, systematic, originality, intent, rationale, composition
Evaluating and Developing Work	Like, dislike, artist	End result, similarity,	Opinion, emotion, features, technique, realism	Style, theme, representation, comparison	Art Deco, Improvement, effect,	Impact, analyse, study, architect,	Impressionist, pointillism, Evoke,

		difference, real, abstract			characteristics, influence, contemporary	designer, modernism,	reasoning, street art, surrealism
Drawing	Mark making, pencil, chalk, draw, shape, colour, picture	Pen, pencil gradings (HB, 2B etc) charcoal, wax, soft pastel, oil pastel, pressure, grip, Line, wavy, straight, curved, zigzag, texture, shade, dark/-er, light/- er, primary colours, 2D, 3D, repeating pattern, natural, manmade	Observational drawing, detail, sketch, shading, outline, Colour mixing, secondary colours, tint, warm, cold, landscape, portrait, still life, distance, positive, negative, form, background	Smudge, sharp, graphite, layer, proportion, colour wheel, relief, decorate, foreground, geometric shape, organic shape, position, tone, hue	Hatching, crosshatching, viewfinder, depth Relationship, aesthetic, abstract, environment, perception, appearance, impact, base colour, depth, complimentary, contrasting	Perspective, movement, atmosphere	Preparatory sketch, pigment, visual, tactile
Painting	Paint, brush, thick, runny	Palette, splatter, poster paint, water colour, powder paint, mix	Bristles, width, thickness	Rounded brush, flat brush, dotting, scratching, wash	Manipulate	Arrange, collagraph,	Blend, absorb
Printing	roller, stamp	Print, printing block		Monoprint, layer		Relief	
Textiles/ Collage	Paper, card, tissue paper, wool, ribbon		Fold, cut, tear, stick, collage, fabric, string, thread, weave decorate, qualities	Overlapping, tessellation, montage, Embroidery, fibres, tapestry, embellish,			Arrange, fix, Decollage, focus, frame, transparency, graffiti, mural, edit
3D form	Playdough, plasticine, clay, tool, glue	Shape, mould, pinch, knead, pat, roll, fragile, strong, soft, hard, decoration, pressure, join, Slip, cross hatch			Malleable, Modroc, even (thickness), sculptor, architecture	Armature, glaze, polish, wire, pliers, Sculptural form	

Key Questions

EYFS

Unit	Skills Progression	Key Questions
Expressive arts and design	<p>Show an awareness of their feelings linked to the exploration of real objects, experiences, materials, artefacts and textures within their world.</p> <p>Observe and notice features and details within their world. Talk about what they see.</p> <p>Talk about what they are creating. Can explain the processes, techniques and materials/ media they have used, using specific vocabulary.</p> <p>Share their ideas, thoughts and feelings about their creations with others.</p> <p>Say what they like and dislike about their work. Make suggestions about changes they could make.</p> <p>Explore different techniques when drawing using a variety of materials and media.</p> <p>Manipulate, control and explore a range of tools and equipment for different purposes.</p>	<p>KQ1. What do I think of an object and how does it feel?</p> <p>KQ2. Why did I choose this material or tool?</p> <p>KQ3. What do I think of my own art work?</p> <p>KQ4. How could I make my art work better?</p> <p>KQ5. How is my work like other artists?</p>

Year 1

Unit	Skills Progression	Key Questions
Natural Prints – Andy Goldsworthy	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p> <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment</p>	<p>KQ1. What was Andy Goldsworthy's art like?</p> <p>KQ2. Why are there different grades of pencil?</p> <p>KQ3. How can we create texture?</p> <p>KQ4. What effects can different media make?</p> <p>KQ5. What is printing?</p> <p>KQ6. What is a sketchbook for?</p>

<p>Self portraits – Pablo Picasso</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades Using different types of paint. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. Understand the safety and basic care of materials and tools.</p>	<p>KQ1. What lines, shapes and colours make our facial features? KQ2. How do I mix colour to make facial tones? KQ3. What are the primary and secondary colours? How are they made? KQ4. How do I make a colour lighter or darker? KQ5. How is clay manipulated? KQ6. Why was Pablo Picasso famous? KQ7. What effect does mixed media have on my cubist portrait?</p>
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Year 2

Unit	Skills Progression	Key Questions
<p>Painting and collage – LS Lowry</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>KQ1. What type of artist was LS Lowry? KQ2. How can I represent our school through line drawings? KQ3. How do I mix secondary colours? KQ4. What features of LS Lowry’s work will I use in my art work? KQ5. How can I use different media to create my desired effect? KQ6. What annotation can I make to evaluate my work?</p>

	Create textured collages from a variety of media.	
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Year 3

Unit	Skills Progression	Key Questions
Printing – Van Gogh	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing. Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p>	<p>KQ1. How do I feel about Van Gogh and his work?</p> <p>KQ2. How can I use different grades of pencil to create tone?</p> <p>KQ3. How can I create light and dark one with different media?</p> <p>KQ4. What are the colour names on the colour wheel?</p> <p>KQ5. How has Van Gogh inspired my work?</p> <p>KQ6. How can I create layers in printing?</p>
Weaving – Tony Kerrins	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p>	<p>KQ1. Who is the local artists Tony Kerrins?</p> <p>KQ2. How can I represent the Pike from different view points?</p> <p>KQ3. How can I mix colour to represent those found in nature?</p> <p>KQ4. What techniques can I use to create texture?</p> <p>KQ5. What is weaving?</p> <p>KQ6. How can I create tone and perspective through weaving?</p> <p>KQ7. What is the evaluation of my work?</p>

	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Use a variety of techniques, e.g. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved.</p>	
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Year 4

Unit	Skills Progression	Key Questions
Painting and structure – Anselm Kiefer	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>	<p>KQ1. What type of artist is Anselm Kiefer? KQ2. How can I recreate a broken texture in drawing? KQ3. How can I mix suitable colours and create texture in paint? KQ4. What is a structure? KQ5. How can I add texture to my structure? KQ6. What are the reasons for my decisions during the process?</p>

Year 5

Unit	Skills Progression	Key Questions
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<p>Screen Printing – Andy Warhol</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Explain a few techniques, inc’ the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p>	<p>KQ1. What type of artist is Andy Warhol? KQ2. How does Andy Warhol’s work inspire me? KQ3. How can I recreate line, tone, pattern, texture, colour and shape? KQ4. What are the names of different colours. How can I mix them? KQ5. What is screen printing? KQ6. How can I create layers using the screen printing process?</p>
<p>Sculptures from recyclable materials – Michelle Reader</p>	<p>Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>	<p>KQ1. What can I research about the sculptor, Michelle Reader? KQ2. How can I create tone in my observational drawings? KQ3. What are my opinions of other artists sculptures? KQ4. How can I create a sculpture with recyclable materials? KQ5. How can I gather ideas using my sketchbook? KQ6. What would I change about my sculpture and how could I adapt it?</p>

Year 6

Unit	Skills Progression	Key Questions
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<p>Movements in Art</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p>	<p>KQ1. Who was Monet and what style of artist was he? KQ2. How can we manipulate line, tone, pattern, texture, form and shape? KQ3. What is meant by the terms 'tint' and 'shade'? KQ4. How was Seurat's work similar or different to Monet? KQ5. What is pointillism? KQ6. How have Monet and Seurat inspired my work? KQ7. What is the difference in effect between water colour, acrylic and oil paint?</p>
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