

## Reception

### Knowledge & Understanding

- Use a variety of materials, tools (including paintbrushes) and techniques.
- Experiment with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Show accuracy and care when drawing.

Line	Shape	Form	Tone	Colour	Texture	Pattern
Know a line is a mark made on a surface that joins different points.	Know drawing can be about showing objects with shapes on paper.	Know a form is something that you can see from all sides.	Know tone is about showing light and dark.	Know primary colours are red, blue and yellow. Secondary colours are green, orange and purple.	Know how to say how objects feel using words like rough and smooth.	Know patterns can be created by repeating marks, dots and lines.

Drawing Skills	Painting Skills	3D/Collage Skills
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<ul style="list-style-type: none"> <li>● Know that different types of pencils or drawing utensils can make different marks on a surface.</li> <li>● Know when drawing accurately you need to look at the object.</li> <li>● Can hold drawing medium (pencil, chalk etc) with increasing control, using a consistent grip. (full grip of three fingered grip.</li> <li>● Can create lines and shapes that create basic shapes that represent objects and actions based on imagination, observation and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Can hold painting medium (paintbrush, sponge brush etc) with increasing control, using a consistent full grip or three -fingered grip.</li> <li>● Can create lines and shapes that more clearly reference a given shape or concept from observation or imagination.</li> <li>● Know that when paint is mixed, it will change its colour.</li> <li>● Know that wetter paints will move more easily than drier paints.</li> <li>● Know that a brush stroke is a mark made by a paintbrush and create brushstrokes in the direction to show texture e.g. hair/fur.</li> <li>● Can create lines that consist of differing weights (thick and thin)</li> <li>● Know how to mix primary colours to make a secondary colour.</li> <li>● Recognise how to make colours lighter or darker by adding white or black e.g., pink, grey, light blue, dark green.</li> <li>● Recognise the term pattern and demonstrate through printing</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise the term collage.</li> <li>● Can join/layer/overlap Materials for a collage.</li> <li>● Demonstrate how to use pritt stick, PVA glue, and tape to join/collage materials</li> <li>● Know demonstrate overlapping skills when collaging.</li> <li>● Demonstrate how to use a range of textures to create a desired effect.</li> <li>● Can make a pinch pot using modelling materials.</li> <li>● Can shape modelling materials in animals/humans/other desired shapes.</li> </ul>
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Year 1						
Sketchbook/Knowledge & Understanding <ul style="list-style-type: none"> <li>● Record, and explore ideas from first hand observation, experience, and imagination.</li> <li>● Describe what they can see and like in their work of another artist.</li> <li>● Ask sensible questions/make statements about a piece of art.</li> </ul>						
<b>Line</b> Know a line is a mark made on a surface that joins different points. They can be different lengths, widths and shapes.	<b>Shape</b> Know drawing can be about representing flat [2D] objects using [2D] shapes on paper.	<b>Form</b> Know a form is something that you can view from all sides [it is 3D]. A form can be created as a sculpture	<b>Tone</b> Know tone is about light and dark in an artwork. Strong tone means there is a big difference between light and dark.	<b>Colour</b> Know primary colours are red, blue and yellow. Secondary colours are green, orange and purple.	<b>Texture</b> Know how to describe how materials feel using words like rough and smooth.	<b>Pattern</b> Know patterns can be created with a series of repeated marks like dots and lines.
Drawing Skills		Painting Skills		3D/Collage Skills		
<ul style="list-style-type: none"> <li>● Draw simple lines that follow basic outlines of shapes from observation.</li> <li>● Erase and perfect lines to make them more accurate (refine).</li> <li>● Know pencil marks can be lighter / darker depending how hard you press (pressure) and use pressure to show different tones.</li> <li>● Know pencils have different grades. HB is used for writing and sketching.</li> <li>● Name and use a variety of tools (including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk).</li> <li>● Identify and explore line, tone, shape and colour by using different tools (e.g. pencil, fineliner, wax crayon, felt tip, charcoal).</li> <li>● Know shadows are areas of darkness created by 3D objects.</li> <li>● Know a continuous line drawing is one where the pencil does not leave the page.</li> </ul>		<ul style="list-style-type: none"> <li>● Know the primary colours (red, blue, green) can't be mixed.</li> <li>● Know the secondary colours (green, orange, purple) can be mixed.</li> <li>● Know and sort blues, greens and purples belonging to the cool colour family. Know and sort reds, oranges and yellows belonging to the warm colour family</li> <li>● Know and use complimentary (next to) &amp; contrasting (opposite) colours using a colour wheel in their paintings.</li> <li>● Mix colours using watercolour paints on the page (not in a palette).</li> <li>● Know when to use thick (cover large area) and thin (for details) brushes.</li> <li>● Paint simple shapes to develop control</li> <li>● Print using a range of mixed colours</li> <li>● Create prints using found objects</li> <li>● Use wax resist technique with watercolour paints</li> <li>● Use a flat wash brushstroke with watercolour paint.</li> <li>● Press print onto paper or fabric using the natural colour of the leaves.</li> </ul>		<ul style="list-style-type: none"> <li>● Know collage uses paper to make images.</li> <li>● Know cutting, tearing and layering creates texture in collages.</li> <li>● Sort fabrics, objects and threads by colour and texture.</li> <li>● Gather and sort the materials they will need.</li> <li>● Weave with fabric and thread as a method of joining materials.</li> <li>● Sort threads and fabrics for purpose.</li> <li>● Know A sculpture is an artwork can be viewed from all sides [it is 3D]. A sculptor is an artist who makes sculptures.</li> <li>● Use natural and found materials to create sculpture.</li> <li>● Combine 2 or more materials to make a sculpture (clay and twigs)</li> </ul>		
<b>Unit 1 - Drawing</b>	<b>Unit 2 - Painting</b>	<b>Unit 3 - Collage</b>	<b>Mini Project 1 – Found Material</b>	<b>D&amp;T Linked Project</b>		
A drawing unit focussing upon learning to use tools with increased accuracy	A painting unit exploring colour and the work of Matisse	A unit learning how to use collage and layering skills inspired by the work of Klee.	Using found objects children can make a collage in the style of Goldsworthy. Children can print from found materials.	The following skills can be carried out during the DT textiles work.		
<ul style="list-style-type: none"> <li>● Draw simple lines that follow basic outlines of shapes from observation.</li> <li>● Erase and perfect lines to make them more accurate (refine).</li> <li>● Know pencil marks can be lighter / darker depending how hard you press (pressure) and use pressure to show different tones.</li> <li>● Know pencils have different grades. HB is used for writing and sketching.</li> <li>● Name and use a variety of tools (including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk).</li> <li>● Identify and explore line, tone, shape and colour by using different tools (e.g. pencil, fineliner, wax crayon, felt tip, charcoal).</li> <li>● Know shadows are areas of darkness created by 3D objects.</li> <li>● Know a continuous line drawing is one where the pencil does not leave the page.</li> </ul>	<ul style="list-style-type: none"> <li>● Know the primary colours.</li> <li>● Know and sort blues, greens and purples belonging to the cool colour family. Know and sort reds, oranges and yellows belonging to the warm colour family</li> <li>● Know and use complimentary (next to) &amp; contrasting (opposite) colours using a colour wheel in their paintings.</li> <li>● Know when to use thick and thin brushes.</li> <li>● Paint simple shapes to develop control</li> <li>● Use wax resist technique with watercolour paints</li> <li>● Use a flat wash brushstroke with watercolour paint.</li> <li>● Mix colours using watercolour paints on the page (not in a palette).</li> </ul>	<ul style="list-style-type: none"> <li>● Know collage uses paper and objects to make images.</li> <li>● Know cutting, tearing and layering creates texture in collages.</li> <li>● Sort fabrics, objects and threads by colour and texture.</li> <li>● Gather and sort the materials they will need.</li> <li>● Know a continuous line drawing is one where the pencil does not leave the page.</li> </ul>	<ul style="list-style-type: none"> <li>● Print using a range of mixed colours.</li> <li>● Create prints using found objects</li> <li>● Use natural and found materials to create sculpture.</li> <li>● Space is an area around an object. Space is created when you make a 3D sculpture (e.g. the gap between two parts of the sculpture).</li> <li>● Combine 2 or more materials to make a sculpture (clay and twigs)</li> <li>● Press print onto paper or fabric using the natural colour of the leaves.</li> </ul>	<ul style="list-style-type: none"> <li>● Sort fabrics, objects and threads by colour and texture.</li> <li>● Gather and sort the materials they will need.</li> <li>● Weave with fabric and thread as a method of joining materials.</li> <li>● Sort threads and fabrics for purpose.</li> </ul>		
Featured Artists: Van Gogh and Picasso Know representational art tries to look like things in the real world, such as people, animals, or objects. When you look at representational art, you can usually tell what it is supposed to be.	Featured Artists: Matisse/S.H. Raza Sept 2024 Know abstract art is art that does not try to look like things in the real world. Instead, it is made up of shapes, colours, and lines that might not look like anything you recognize.	Featured Artists: Paul Klee Know Paul Klee who lived a long time ago [1866-1944], liked to create art by 'taking a dot for a walk'. Know a <b>collage</b> is an artwork made by sticking pieces of paper or other materials onto a background.	Featured Artists: Andy Goldsworthy Know that Art can be made with natural objects and things you find.	Featured Artist: Cecilia: Vicuna		
Main Resource – Bloomsbury KS1 Drawing (Picasso/Van Gogh)	Main Resource – Bloomsbury KS1: Painting - Matisse	Main Resource – Bloomsbury KS1: Collage - Klee	Main resource - Use Bloomsbury scheme Unit: KS1: Sculpture - Goldsworthy			

Year 2						
Sketchbook/Knowledge & Understanding <ul style="list-style-type: none"> <li>● Identify what they might change in their current work or develop in their future work.</li> <li>● Record and explore ideas from first hand observation, experience, and imagination.</li> <li>● Annotate work in sketchbook</li> <li>● Explain how other artists have used colour, pattern and shape.</li> <li>● Create a piece of work in response to another artist's work.</li> </ul>						
<b>Line</b> Know a line is a mark made on a surface that joins different points. They can be different lengths, widths and shapes.	<b>Shape</b> Know drawing can be about representing flat [2D] objects using [2D] shapes on paper. Shapes can be found in objects to help us draw.	<b>Form</b> Know a form is something that you can view from all sides [it is 3D]. A form can be created as a sculpture.	<b>Tone</b> Know tone is about light and dark in an artwork. Strong tone means there is a big difference between light and dark.	<b>Colour</b> Know primary colours are red, blue and yellow. Secondary colours are green, orange and purple. Tints, tones and shades can make them lighter or darker.	<b>Texture</b> Know how to describe how materials feel using words like rough and smooth. Artists can make art that tells us how something might feel, without us having to touch it.	<b>Pattern</b> Know patterns can be created with a series of repeated marks like dots and lines. Patterns can be found in the world around us.
Drawing Skills		Painting Skills			3D/Collage Skills	
<ul style="list-style-type: none"> <li>● Know what observational drawings are.</li> <li>● Draw for a sustained period of time from the figure and real objects, (including single and grouped objects).</li> <li>● Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching.</li> <li>● Know that refining lines makes drawings more accurate and sharper.</li> <li>● Know an eraser can refine and remove lines but also lighten shaded areas.</li> <li>● Know tones can be blended from light, mid to dark using a pencil and different pressures.</li> <li>● Know a pencil must be used at an angle when applying different tones.</li> <li>● know directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide.</li> <li>● Knows that a gradient is a gradual change (such as light to dark or from one colour to another).</li> <li>● Show texture in drawings using patterns and use crayons to transfer texture and pattern from existing surfaces.</li> </ul>		<ul style="list-style-type: none"> <li>● Can use brush strokes which are more fluid.</li> <li>● Lines and contours are clear when observing objects.</li> <li>● Know primary colours and secondary colours (and where each colour sits on the colour wheel)</li> <li>● Know which paint is needed to create all the secondary colours in a palette.</li> <li>● Use and know how tints (adding white), tones (adding grey) and shades (adding black) can be made. Explore tints, tones and shades.</li> <li>● Begin to blend tones or gradients using pressure when using a paintbrush. (Light pressure blends paint) appropriate).</li> <li>● Know different size/shaped brushes create different effects.</li> <li>● Know which brushes are best for creating a stippled effect (dry and stiff bristles).</li> <li>● Know the term 'relief' when printing</li> <li>● Create a printed pattern and use a range of mixed colours</li> <li>● Revise warm and cool colours and that colours can be used to represent emotions.</li> <li>● Use different amounts of water to create stronger [more opaque] and weaker [more translucent] colours with watercolour.</li> <li>● Monoprint onto paper.</li> <li>● Create a collagraph plate to make a press print. Apply ink (or paint) with a roller.</li> </ul>			<ul style="list-style-type: none"> <li>● Know that sculpture is the name for 3D artwork</li> <li>● Name ways of joining materials such as stitching, gluing &amp; taping - join structures and apply decorations.</li> <li>● Identify types of stitches e.g., running stitch. and practise stitching to join and enhance work.</li> <li>● Explore stitching as a way to join and enhance work.</li> </ul>	
<b>Unit 1 – Drawing</b> <b>Shilpa Gupta</b>	<b>Unit 2 – Painting Georgia O'Keefe</b>	<b>Unit 3 – Niki Saint De Phalle</b>	<b>Mini Project 1 – Printing</b>	<b>Mini Project with DT link</b>		
Looking at drawing shapes accurately using a range of media.	Looking at painting more accurately looking at flowers	Looking at colour and sculpture by drawing animals and then making a model.	A unit where a print is made by making a collagraph printing board.			
<ul style="list-style-type: none"> <li>● Know what observational drawings are.</li> <li>● Draw for a sustained period of time from pictures and real objects, (including single and grouped objects).</li> <li>● Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching.</li> <li>● Know that refining lines makes drawings more accurate and sharper.</li> <li>● Know an eraser can refine and remove lines but also lighten shaded areas.</li> <li>● Know tones can be blended from light, mid to dark using a pencil and different pressures.</li> <li>● Know a pencil must be used at an angle when applying different tones.</li> <li>● know directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide.</li> <li>● Knows that a gradient is a gradual change (such as light to dark or from one colour to another).</li> </ul>	<ul style="list-style-type: none"> <li>● Can use brush strokes which are more fluid.</li> <li>● Lines and contours are clear when observing objects.</li> <li>● Know primary colours and secondary colours (and where each colour sits on the colour wheel)</li> <li>● Use and know how tints (adding white), tones (adding grey) and shades (adding black) can be made. Explore tints, tones and shades.</li> <li>● Begin to blend tones or gradients using pressure when using a paintbrush. (Light pressure blends paint) appropriate).</li> <li>● Know different size/shaped brushes create different effects.</li> <li>● Know which brushes are best for creating a stippled effect (dry and stiff bristles).</li> <li>● Revise warm and cool colours and that colours can be used to represent emotions.</li> </ul>	<ul style="list-style-type: none"> <li>● Know that sculpture is the name for 3D artwork</li> <li>● Combine 2 or more materials to make a sculpture (clay and twigs)</li> <li>● Know what observational drawings are.</li> <li>● Draw for a sustained period of time from pictures and real objects, (including single and grouped objects).</li> <li>● Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching.</li> <li>● Know that refining lines makes drawings more accurate and sharper.</li> <li>● Know an eraser can refine and remove lines but also lighten shaded areas.</li> <li>● Know tones can be blended from light, mid to dark using a pencil and different pressures.</li> <li>● Know a pencil must be used at an angle when applying different tones.</li> <li>● Lines and contours are clear when observing objects.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a printed pattern and use a range of mixed colours</li> <li>● Know the term 'relief' when printing</li> <li>● Monoprint onto paper.</li> <li>● Create a collagraph plate to make a press print. Apply ink (or paint) with a roller.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore stitching as a way to join and enhance work.</li> <li>● Identify types of stitches e.g., running stitch. and practise stitching to join and enhance work.</li> <li>● Name ways of joining materials such as stitching, gluing &amp; taping - join structures and apply decorations.</li> </ul>		

<ul style="list-style-type: none"> <li>• Show texture in drawings using patterns and use crayons to transfer texture and pattern from existing surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different amounts of water to create stronger [more opaque] and weaker [more translucent] colours with watercolour.</li> </ul>	<ul style="list-style-type: none"> <li>• Know primary colours and secondary colours (and where each colour sits on the colour wheel)</li> <li>• Revise warm and cool colours and that colours can be used to represent emotions.</li> </ul>		
<p>Featured Artists: Shilpa Gupta Gupta is an Indian artist who looks at countries a lot in her work. Gupta's work is representational as she shows countries, but it can look abstract when finished.</p>	<p>Featured Artists: Georgia O'Keefe Georgia O'Keefe was an American Artist who is known for painting flowers. O' Keefe's work is very representational.</p>	<p>Featured Artists: Niki Saint De Phalle Know A <b>sculpture</b> is an artwork can be viewed from all sides [it is 3D]. A <b>sculptor</b> is an artist who makes sculptures</p>	<p>Featured Artists: <b>Collagraph</b> printmaking is a process in which materials are built up on a plate to be printed from.</p>	

Year 3						
<b>Sketchbook/Knowledge &amp; Understanding</b> <ul style="list-style-type: none"> <li>● Use their sketchbooks to express feelings about a subject and to describe likes and dislikes.</li> <li>● Make notes about techniques used by artists.</li> <li>● Suggest improvements to their work by keeping notes.</li> <li>● Compare the work of different artists (e.g. Romans and Indigenous artists)</li> <li>● Make notes about techniques used by artists.</li> </ul>						
<b>Line</b> Know a line is a mark made on a surface that joins different points. They can be different lengths, widths and shapes. Simple lines can represent our world.	<b>Shape</b> Know drawing can be about representing flat [2D] objects using [2D] shapes on paper. Shapes can be found in objects to help us draw.	<b>Form</b> Know a form is something that you can view from all sides [it is 3D]. A form can be created as a sculpture. Form can be shown by using tone and shading.	<b>Tone</b> Know tone is about light and dark in an artwork. Strong tone means there is a big difference between light and dark. Pressure can change tone.	<b>Colour</b> Know primary colours are red, blue and yellow. Secondary colours are green, orange and purple. Tints, tones and shades can make them lighter or darker.	<b>Texture</b> Know how to describe how materials feel using words like rough and smooth. Artists can make art that tells us how something might feel, without us having to touch it.	<b>Pattern</b> Know patterns can be created with a series of repeated marks like dots and lines. Patterns have been made by artists for thousands of years.
<b>Drawing Skills</b> <ul style="list-style-type: none"> <li>● Observation is important to create accurate drawings.</li> <li>● Begin to understand that the composition of an artwork can affect its focal point.</li> <li>● Know that H pencils are hard and will make light marks.</li> <li>● Know that B pencils are soft and will make darker tones – best used for tone and shade.</li> <li>● Know tone can be created using the same pencil by pressing harder or lighter.</li> <li>● Apply tone to shows a clear contrast between dark, mid and light.</li> <li>● Know and show how to achieve different effects using media (focus upon using chalk pastels, charcoal, and pencils – pressure and blending).</li> <li>● Plan, refine and alter drawings.</li> <li>● Make quick light initial sketches as preparation for adding colour.</li> <li>● Use research to inspire drawings from memory and imagination.</li> </ul>		<b>Painting Skills</b> <ul style="list-style-type: none"> <li>● Accurately predict the colours that are mixed knowing that mixing one primary and one secondary colour makes a tertiary colour.</li> <li>● Know how to create a colour wash and how they can be effective to fill large areas with block colour.</li> <li>● Know that flat brushes – aren't as versatile as round brushes but they're useful for blending and creating washes. Know rounded brushes are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines.</li> <li>● Create a background using a wash</li> <li>● Choose correct paintbrush grip for purpose. E.g., holding the paintbrush with three -finger grip close to the tip to add detail.</li> <li>● Lines and shapes are applied with growing accuracy, showing control.</li> <li>● Earthy colours are reds, browns, oranges (colours of earth).</li> </ul>		<b>3D/Collage Skills</b> <ul style="list-style-type: none"> <li>● Explain and demonstrate in artwork how to use a range of dry and wet media to create a collage/sculpture using overlapping and layering.</li> <li>● Know that we can combine collage with painting and making, by cutting and tearing media and manipulating it into 3D forms.</li> <li>● Know how to create clay coils, and methods of blending/joining clay to make a container shape</li> <li>● Know how to decorate and paint a 3D shape by selecting appropriate paint and brushes to apply a design or pattern.</li> <li>● Know how clay can be manipulated to create a variety of 3D forms.</li> <li>● Know how to create a printing tile by pressing into the tile and using printing rollers and inking trays to create a print a monoprint.</li> </ul>		
<b>Unit 1 – Cave Drawings</b> A unit looking at mark-making and line using different tools e.g. brushes, charcoal, sticks, pencil etc.	<b>Unit 2 - Matisse</b> A unit looking at brush control and painting large areas to then tear the paper for collage.	<b>Unit 3 – Leger Painting</b> A unit looking at drawing and painting with inspiration from the local environment and inspiration from artist Leger.	<b>Mini Project 1 – 3D vessel</b> A unit looking at forming clay into a pot-like vessel to then paint and decorate.	<b>Mini Project 2 - Printing</b> A unit where children make a tile to print by carving into it and then printing using printing inks.		
<ul style="list-style-type: none"> <li>● Observation is important to create accurate drawings.</li> <li>● Begin to understand that the composition of an artwork can affect its focal point.</li> <li>● Know that H pencils are hard and will make light marks.</li> <li>● Know that B pencils are soft and will make darker tones – best used for tone and shade.</li> <li>● Know tone can be created using the same pencil by pressing harder or lighter.</li> <li>● Apply tone to shows a clear contrast between dark, mid and light.</li> <li>● Know and show how to achieve different effects using media (focus upon using chalk pastels, charcoal, and pencils – pressure and blending).</li> <li>● Plan, refine and alter drawings.</li> <li>● Make quick light initial sketches as preparation for adding colour.</li> <li>● Earthy colours are reds, browns, oranges (colours of earth).</li> </ul> <ul style="list-style-type: none"> <li>● Use research to inspire drawings from memory and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>● Use research to inspire drawings from memory and imagination.</li> <li>● Explain and demonstrate in artwork how to use a range of dry and wet media to create a collage/sculpture using overlapping and layering.</li> <li>● Know that we can combine collage with painting and making, by cutting and tearing media and manipulating it into 3D forms.</li> <li>● Accurately predict the colours that are mixed knowing that mixing one primary and one secondary colour makes a tertiary colour.</li> <li>● Know how to create a colour wash and how they can be effective to fill large areas with block colour.</li> <li>● Know that flat brushes – aren't as versatile as round brushes but they're useful for blending and creating washes. Know rounded brushes are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines.</li> <li>● Create a background using a wash</li> <li>● Choose correct paintbrush grip for purpose. E.g., holding the paintbrush with three -finger grip close to the tip to add detail.</li> <li>● Lines and shapes are applied with growing accuracy, showing control.</li> </ul>	<ul style="list-style-type: none"> <li>● Observation is important to create accurate drawings.</li> <li>● Begin to understand that the composition of an artwork can affect its focal point.</li> <li>● Accurately predict the colours that are mixed knowing that mixing one primary and one secondary colour makes a tertiary colour.</li> <li>● Know how to create a colour wash and how they can be effective to fill large areas with block colour.</li> <li>● Know that flat brushes – aren't as versatile as round brushes but they're useful for blending and creating washes. Know rounded brushes are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines.</li> <li>● Create a background using a wash</li> <li>● Choose correct paintbrush grip for purpose. E.g., holding the paintbrush with three -finger grip close to the tip to add detail.</li> <li>● Lines and shapes are applied with growing accuracy, showing control.</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to create clay coils, and methods of blending/joining clay to make a container</li> <li>● Know how clay can be manipulated to create a variety of 3D forms.</li> <li>● Know how to decorate and paint a 3D shape by selecting appropriate paint and brushes to apply a design or pattern.</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to understand that the composition of an artwork can affect its focal point.</li> <li>● Know how to create a printing tile by pressing into the tile and using printing rollers and inking trays to create a print a monoprint.</li> </ul>		

<p>Featured Artists: Caves at Lascaux          Know the first artists lived between 10,000 and 40,000 years ago.          Know Art is something humans have done from the very beginnings of their existence.</p>	<p>Featured Artists: Matisse          Revise a collage is an artwork made by sticking pieces of paper or other materials onto a background.  <b>Know Matisse</b> was a French artist who produced paper cuttings around 1940s-1950s.</p>	<p>Featured Artists: Léger          Know many artists like Leger use flat areas of colour and make interesting compositions from shapes and parts of objects.</p>	<p>Featured Artists: Yayoi Kusama          Know <b>Ceramics</b> is the process of making art from clay.          Know Yayoi Kusama is a Japanese artist who makes art today by sculpting and painting.</p>	<p>Featured Artists: Hokusai  <b>Know Katsushika Hokusai</b> [1760-1849] was a Japanese artist who made art a long time ago. He is famous for woodblock prints.</p>
<p>Support with Bloomsbury Cave Paintings and Bloomsbury KS2: Aboriginal Dot Paintings and also QCA Journeys</p>	<p>Support with Bloomsbury Matisse</p>	<p>Support with Bloomsbury 'Leger'</p>	<p>Support with QCA Containers</p>	<p>Support with Bloomsbury: Hokusai Printing landscapes and additionally Y5 Catlett unit for reference and ideas</p>

Year 4						
<b>Sketchbook/Knowledge &amp; Understanding</b> <ul style="list-style-type: none"> <li>● Describe the roles and purposes of artists, craftspeople, and designers</li> <li>● Collect images and information independently.</li> <li>● Experiment with different styles which artists have used.</li> <li>● Explain art from other periods of history (Egypt/Rome/South America).</li> <li>● Identify artwork from other cultures.</li> <li>● Use their sketchbooks to adapt and improve their original ideas.</li> </ul>						
<b>Line</b> Know a line is a mark made on a surface that joins different points. They can be different lengths, widths and shapes.	<b>Shape</b> Know drawing can be about representing flat [2D] objects using [2D] shapes on paper. Shapes can be found in objects to help us draw. Using shading and tone can make drawings more realistic.	<b>Form</b> Know a form is something that you can view from all sides [it is 3D]. A form can be created as a sculpture. Form can be shown by using tone and shading to show lighter areas and darker areas or shadows.	<b>Tone</b> Know tone is about light and dark in an artwork. Strong tone means there is a big difference between light and dark. Using pencil in different ways can suggest tone. E.g. hatching, cross hatching and stippling.	<b>Colour</b> Know primary colours are red, blue and yellow. Secondary colours are green, orange and purple. Tints, tones and shades can make them lighter or darker. Mix a primary and secondary colour to make tertiary colours.	<b>Texture</b> Know how to describe how materials feel using words. Artists can suggest what texture is like with their marks. This is called implied texture.	<b>Pattern</b> Know patterns can be created with a series of repeated marks like dots and lines. Patterns can be shown by using different drawing marks.
<b>Drawing Skills</b> <ul style="list-style-type: none"> <li>● Close observation is important to create accurate shapes when drawing.</li> <li>● Know composition of an artwork can affect its focal point.</li> <li>● Know texture can be shown via different methods and techniques such as layering, stippling and different types of mark making.</li> <li>● Know to use B pencils for mid to dark tones (higher number is softer).</li> <li>● Know that cross hatching and hatching can be used to show light and dark. Close and layered lines show darker areas of an object.</li> <li>● Know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome).</li> <li>● Describe and draw the effect of light (shadows) on a surfaces and objects</li> <li>● Know that erasers can be used to create texture in a drawing showing areas of light.</li> <li>● The blending of tones is smooth without clear intervals of contrast</li> <li>● Know that directional shading and contour shading can influence a shape's 3D appearance and form.</li> <li>● Know that highlighting areas of a drawn object with white, creates the illusion of reflected light (3D effect)</li> <li>● Know that when drawing facial features, it is important how we place things accurately.</li> <li>● Show improved accuracy when drawing people and faces.</li> </ul>		<b>Painting Skills</b> <ul style="list-style-type: none"> <li>● Know the difference between the terms shade (mixing colours with black) and tone (mixing colours with grey)</li> <li>● Successfully use paint to create shading and tonal effects in their work.</li> <li>● Know the difference between brushstrokes (including stippling and dry brushstrokes) to create different effects.</li> <li>● Know that paintbrushes can differ in appearance and purpose: Detail round brushes have short hairs. They are a good choice for working on details and making short strokes to help create realism. - Flat square end brushes are good for bold strokes, washes and filling wide spaces.</li> <li>● Paintbrushes are chosen based on their properties.</li> <li>● Identify areas of shadow and light and blend tones accurately to create soft gradients.</li> <li>● Follow the contours of a shape using directional brush strokes to show its form with consideration of light source.</li> <li>● Know directional brush strokes can be used to portray form and tone.</li> </ul>		<b>3D/Collage Skills</b> <ul style="list-style-type: none"> <li>● Know how to produce a piece of mosaic art.</li> <li>● Identify and describe how to join clay (using slip and score).</li> <li>● Know how to create detail and texture in clay and which tools are most suitable for a desired effect.</li> <li>● Define and combine visual and tactile qualities and apply these in their own 3D work.</li> <li>● Understand that designers and makers sometimes work towards a brief</li> <li>● Construct a piece of Egyptian/Roman/South American style jewellery or a decorative artefact.</li> </ul>		
<b>Unit 1: Drawing - Durer</b> A unit looking at mark-making and line and implied texture through shading techniques	<b>Unit 2: Painting Rosenquist</b> A unit looking at brush control and shading inspired by pop Art and the work of Rosenquist	<b>Unit 3 -Monet En Plein Air</b> A unit looking at doing artwork outside inspired by the local environment.	<b>Mini Project 1 - Mosaics</b> A unit looking at the Roman technique of making mosaics.	<b>Mini Project 2 – Cultural object</b> A unit where are inspired by historical artefacts to use clay to create an object.		
<ul style="list-style-type: none"> <li>● Close observation is important to create accurate shapes when drawing.</li> <li>● Know texture can be shown via different methods and techniques such as layering, stippling and different types of mark making.</li> <li>● Know to use B pencils for mid to dark tones (higher number is softer).</li> <li>● Know that cross hatching and hatching can be used to show light and dark. Close and layered lines show darker areas of an object.</li> <li>● Know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome).</li> <li>● Describe and draw the effect of light (shadows) on a surfaces and objects</li> <li>● Know that erasers can be used to create texture in a drawing showing areas of light.</li> </ul>	<ul style="list-style-type: none"> <li>● Close observation is important to create accurate shapes when drawing.</li> <li>● Know composition of an artwork can affect its focal point.</li> <li>● Describe and draw the effect of light (shadows) on a surfaces and objects</li> <li>● Know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome).</li> <li>● Describe and draw the effect of light (shadows) on a surfaces and objects</li> <li>● Know the difference between the terms shade (mixing colours with black) and tone (mixing colours with grey)</li> <li>● Successfully use paint to create shading and tonal effects in their work.</li> </ul>	<ul style="list-style-type: none"> <li>● Close observation is important to create accurate shapes when drawing.</li> <li>● Know composition of an artwork can affect its focal point.</li> <li>● Know the difference between the terms shade (mixing colours with black) and tone (mixing colours with grey)</li> <li>● Successfully use paint to create shading and tonal effects in their work.</li> <li>● Know the difference between brushstrokes (including stippling and dry brushstrokes) to create different effects.</li> <li>● Know that paintbrushes can differ in appearance and purpose: Detail round brushes have short hairs. They are a good choice for working on details and making short strokes to help create realism. - Flat square end brushes are</li> </ul>	<ul style="list-style-type: none"> <li>● Close observation is important to create accurate shapes when drawing.</li> <li>● Know composition of an artwork can affect its focal point.</li> <li>● Know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome).</li> <li>● Describe and draw the effect of light (shadows) on a surfaces and objects</li> <li>● Understand that designers and makers sometimes work towards a brief</li> <li>● Know how to produce a piece of mosaic art.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe how to join clay (using slip and score).</li> <li>● Know how to create detail and texture in clay and which tools are most suitable for a desired effect.</li> <li>● Define and combine visual and tactile qualities and apply these in their own 3D work.</li> <li>● Construct a piece of Egyptian/Roman/South American style jewellery or a decorative artefact.</li> </ul>		

<ul style="list-style-type: none"> <li>● The blending of tones is smooth without clear intervals of contrast</li> <li>● Know that directional shading and contour shading can influence a shape's 3D appearance and form.</li> <li>● Know that highlighting areas of a drawn object with white, creates the illusion of reflected light (3D effect)</li> <li>● Know that when drawing facial features, it is important how we place things accurately.</li> <li>● Show improved accuracy when drawing people and faces.</li> </ul>	<ul style="list-style-type: none"> <li>● Know the difference between brushstrokes (including stippling and dry brushstrokes) to create different effects.</li> <li>● Know that paintbrushes can differ in appearance and purpose: Detail round brushes have short hairs. They are a good choice for working on details and making short strokes to help create realism. - Flat square end brushes are good for bold strokes, washes and filling wide spaces.</li> <li>● Paintbrushes are chosen based on their properties.</li> <li>● Identify areas of shadow and light and blend tones accurately to create soft gradients.</li> <li>● Follow the contours of a shape using directional brush strokes to show its form with consideration of light source.</li> <li>● Know directional brush strokes can be used to portray form and tone.</li> <li>● Know that when drawing facial features, it is important how we place things accurately.</li> <li>● Show improved accuracy when drawing people and faces.</li> </ul>	<p>good for bold strokes, washes and filling wide spaces.</p> <ul style="list-style-type: none"> <li>● Paintbrushes are chosen based on their properties.</li> <li>● Identify areas of shadow and light and blend tones accurately to create soft gradients.</li> <li>● Follow the contours of a shape using directional brush strokes to show its form with consideration of light source.</li> <li>● Know directional brush strokes can be used to portray form and tone.</li> </ul>		
<p>Featured Artists: Albrecht Durer</p>	<p>Featured Artist: Rosenquist/Pop Art</p>	<p>Featured Artists: Monet</p>	<p>Featured Artists: Roman mosaics</p>	<p>Featured Artists: Cultural/historical objects of the Romans/Egyptians</p>
<p>Know Durer made drawing of animals and tried to show them with realistic shade and tone. Durer worked at a time when it was difficult to have photographs of some of the things he was drawing.</p>	<ul style="list-style-type: none"> <li>● Know Pop Art uses lots of bold flat colours and is from the 1950s and 1960s.</li> <li>Know Rosenquist was an American Pop Artist.</li> </ul>	<ul style="list-style-type: none"> <li>● Know abstract art can use colours, shapes and patterns to create a picture.</li> <li>Know Monet took representational objects but makes impressionist art with parts of these objects.</li> </ul>	<ul style="list-style-type: none"> <li>● Know mosaics were traditionally used by the Romans from small square tiles.</li> </ul>	<p>Know Art has been created in many ways by many different civilisations. Know jewellery can be a type of Art.</p>
<p>Support with Bloomsbury: Durer</p>	<p>Support with Bloomsbury: Rosenquist</p>	<p>Support with Bloomsbury: En Plein Air</p>	<p>Support with Bloomsbury: Mosaics</p>	



Year 5						
<b>Sketchbook/Knowledge &amp; Understanding</b> <ul style="list-style-type: none"> <li>● Use a sketchbook to develop ideas independently and share ideas and feelings.</li> <li>● Compare the work of others by looking at their work in books, the internet, and other sources of information.</li> <li>● Describe technical aspects in work e.g. technical drawing, colour mixing etc.</li> <li>● Keep notes as to how work might develop further.</li> <li>● Compare and discuss ideas with others and make thoughtful annotations.</li> </ul>						
<p><b>Line</b></p> <p>Know a line is a mark made on a surface that joins different points. They can be different lengths, widths and shapes. Lines can suggest shape, form and tone when used for shading.</p>	<p><b>Shape</b></p> <p>Know drawing can be about representing flat [2D] objects using [2D] shapes on paper. Shapes can be found in objects to help us draw. Using shading and tone can make drawings more realistic.</p>	<p><b>Form</b></p> <p>Know a form is something that you can view from all sides [it is 3D]. A form can be created as a sculpture. Form can be shown when drawing by using tone and shading to show lighter areas and darker areas or shadows.</p>	<p><b>Tone</b></p> <p>Know tone is about light and dark in an artwork. Strong tone means there is a big difference between light and dark. Using pencil in different ways can suggest tone. E.g. hatching, cross hatching and stippling.</p>	<p><b>Colour</b></p> <p>Know primary colours are red, blue and yellow. Secondary colours are green, orange and purple. Tints, tones and shades can make them lighter or darker. Mix a primary and secondary colour to make tertiary colours.</p>	<p><b>Texture</b></p> <p>Know how to describe how materials feel using words. Artists can suggest what texture is like with their marks. This is called implied texture.</p>	<p><b>Pattern</b></p> <p>Know patterns can be created with a series of repeated marks like dots and lines. Patterns can be shown by using different drawing marks. More complicated patterns can be made by repeating a design.</p>
<p>Drawing Skills</p> <ul style="list-style-type: none"> <li>● Drawing from observing an object is primary observation. Drawing from a picture is secondary observation.</li> <li>● Know what technical drawings are and know that H pencils are best when completing this type of drawing.</li> <li>● Know that drawn 3D objects have a tactile texture called implied texture</li> <li>● Use a variety of source material for their work (photos, artwork, drawings, observation).</li> <li>● Work in a sustained and independent way from observation, experience, and imagination.</li> <li>● Know lightly sketched lines are used to map ideas on a surface. A loose grip can also suggest movement.</li> <li>● Identify how to organise facial proportions and demonstrate improved accuracy when drawing people and faces.</li> <li>● Elements of the same object are drawn using an accurate proportion e.g. the facial features</li> <li>● Know objects can be affected by many light sources and mark areas of light and shadow in an observational drawing.</li> <li>● use a variety of techniques to show the effect of light on objects and people, e.g. rubbers to lighten, tones of the same colour.</li> <li>● Draw technically with a range of media including the use of fineliner pens for technical drawing.</li> <li>● Linear shading with pen or ink can add to an object's form.</li> </ul>		<p>Painting Skills</p> <ul style="list-style-type: none"> <li>● Know that when painting from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion</li> <li>● Know how to create all colours and mix colours needed for artwork</li> <li>● Know that sketched paint strokes are used to map concepts on a surface. A loose grip can also suggest movement in an artwork.</li> <li>● Know how to use watercolour paint more appropriately with thin washes of colour to cover shapes using a palette to thin the pigment.</li> <li>● Watercolour paint can be built up in layers to build more intense colour or for showing tone.</li> <li>● Know that texture can be manipulated via different methods and techniques such as layering, differing brush strokes</li> <li>● successfully use shading, tone and brushstrokes to create mood and feeling.</li> <li>● Painting can be sustained over a period of time.</li> <li>● Composition is considered with regards to placement of the object with an understanding of how to highlight the focal point.</li> </ul>		<p>3D/Collage Skills</p> <ul style="list-style-type: none"> <li>● Understand that designers and makers sometimes work towards a brief</li> <li>● Know the art and design work of architects and how it changes our cities.</li> <li>● Know the work of designers uses repeated patterns for household items.</li> <li>● Know how to form figurative shapes from clay using techniques to fix clay together (score and slip)</li> <li>● Plan a sculpture through drawing and other preparatory work.</li> <li>● Demonstrate an understanding of shape, space and form.</li> <li>● Use a printing block to cut an image to make a printing tile with a repeated pattern.</li> <li>● Know how to create a print building layers of different colours.</li> </ul>		
<p><b>Drawing: Architecture - Gaudi</b></p> <p>A unit looking at technical drawing and how nature can inspire architects and designers.</p>	<p><b>Painting: Merian</b></p> <p>A unit looking at watercolour techniques and realistic painting and drawing.</p>	<p><b>Drawing – Catlett</b></p> <p>A unit looking at taking inspiration from Elizabeth Catlett to study individuals and create representations of their faces.</p>	<p><b>Mini Project – Pattern/design</b></p> <p>A unit looking at how the industrial revolution allowed household objects such as bathroom tiles to become highly decorative.</p>	<p><b>Mini Project - Sculpture</b></p> <p>A unit where create a family group sculpture using clay.</p>		
<ul style="list-style-type: none"> <li>● Drawing from observing an object is primary observation.</li> <li>● Know what technical drawings are and know that H pencils are best when completing this type of drawing.</li> <li>● Know that drawn 3D objects have a tactile texture called implied texture</li> <li>● Use a variety of source material for their work (photos, artwork, drawings, observation).</li> <li>● Work in a sustained and independent way from observation, experience, and imagination.</li> <li>● Know lightly sketched lines are used to map ideas on a surface. A loose grip can also suggest movement.</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing from a picture is secondary observation.</li> <li>● Know that when painting from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion</li> <li>● Know lightly sketched lines are used to map ideas on a surface. A loose grip can also suggest movement.</li> <li>● Know objects can be affected by many light sources and mark areas of light and shadow in an observational drawing.</li> <li>● Know that drawn 3D objects have a tactile texture called implied texture</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing from observing an object is primary observation. Drawing from a picture is secondary observation.</li> <li>● Know that when painting from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion</li> <li>● Composition is considered with regards to placement of the object with an understanding of how to highlight the focal point.</li> <li>● Know lightly sketched lines are used to map ideas on a surface. A loose grip can also suggest movement.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that designers and makers sometimes work towards a brief</li> <li>● Know the work of designers uses repeated patterns for household items.</li> <li>● Use a printing block to cut an image to make a printing tile with a repeated pattern.</li> <li>● Know how to create a print building layers of different colours printing the lighter colours first.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that designers and makers sometimes work towards a brief</li> <li>● Know the art and design work of architects and how it changes our cities.</li> <li>● Know how to form figurative shapes from clay using techniques to fix clay together (score and slip)</li> <li>● Plan a sculpture through drawing and other preparatory work.</li> <li>● Demonstrate an understanding of shape, space and form.</li> </ul>		

<ul style="list-style-type: none"> <li>● Know objects can be affected by many light sources and mark areas of light and shadow in an observational drawing.</li> <li>● Composition is considered with regards to placement of the object with an understanding of how to highlight the focal point.</li> <li>● Draw technically with a range of media including the use of fineliner pens for technical drawing.</li> <li>● Linear shading with pen or ink can add to an object's form.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a variety of source material for their work (photos, artwork, drawings, observation).</li> <li>● Composition is considered with regards to placement of the object with an understanding of how to highlight the focal point.</li> <li>● Know how to create all colours and mix colours needed for artwork</li> <li>● Painting can be sustained over a period of time.</li> <li>● Know that texture can be manipulated via different methods and techniques such as layering, differing brush strokes</li> <li>● Watercolour paint can be built up in layers to build more intense colour or for showing tone.</li> <li>● Know how to use watercolour paint more appropriately with thin washes of colour to cover shapes using a palette to thin the pigment.</li> <li>● successfully use shading, tone and brushstrokes to create mood and feeling.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify how to organise facial proportions and demonstrate improved accuracy when drawing people and faces.</li> <li>● Elements of the same object are drawn using an accurate proportion e.g. the facial features</li> <li>● Know objects can be affected by many light sources and mark areas of light and shadow in an observational drawing.</li> <li>● use a variety of techniques to show the effect of light on objects and people, e.g. rubbers to lighten, tones of the same colour.</li> </ul>		
<p>Featured artist: Gaudi</p>	<p>Featured artist: Maria Sibylla Merian</p>	<p>Featured artist: Elizabeth Catlett</p>	<p>Featured artist: William Morris</p>	<p>Featured artist: Henry Moore/Yinka Shonibare</p>
<ul style="list-style-type: none"> <li>● Architecture is using Art skills to design buildings and cities.</li> <li>Know Gaudi created designs using colourful patterns and was inspired by shapes in nature.</li> </ul>	<ul style="list-style-type: none"> <li>● Composition is the careful placement of objects to make the best image.</li> <li>● Representational art is very realistic.</li> <li>Know Merian was a botanical artists and scientific illustrator.</li> </ul>	<ul style="list-style-type: none"> <li>● Modern art is more about feelings and messages than being realistic.</li> <li>Know Catlett created Art work because she wanted to think about people who suffered due to inequality.</li> </ul>	<ul style="list-style-type: none"> <li>● Know Composition is the careful placement of objects to make the best image.</li> <li>Know William Morris was inspired by nature and created designs for household objects such as tiles and wallpaper.</li> </ul>	<ul style="list-style-type: none"> <li>● Sculptors can create realistic or more abstract sculptures with simplified form and shape.</li> <li>Know Henry Moore created abstract sculptures with simple forms.</li> <li>Know Yinka Shonibare creates human figures decorated with colourful patterns and designs.</li> </ul>
<p>Support with Bloomsbury: Gaudi</p>	<p>Support with Bloomsbury: Maria Sibylla Merian</p>	<p>Support with Bloomsbury: Catlett and Grammarsaurus drawing portraits</p>	<p>Support with Bloomsbury: William Morris</p>	<p>Support with Bloomsbury: Henry Moore</p>

Year 6						
<b>Sketchbook/Knowledge &amp; Understanding</b> <ul style="list-style-type: none"> <li>Independently identify artists who have worked in a similar way to own work.</li> <li>Independently select materials and techniques to create a specific outcome.</li> <li>Make a record about the styles and qualities in artwork and what influences art.</li> <li>Sketchbooks contain detailed notes and quotes explaining choices and ideas.</li> <li>Compare own methods to those of others and keep notes.</li> <li>Make annotations when adapting/refining work to reflect its meaning and purpose.</li> </ul>						
<b>Line</b> Know a line is a mark made on a surface that joins different points. They can be different lengths, widths and shapes. Lines can suggest shape, form and tone when used for shading.	<b>Shape</b> Know drawing can be about representing flat [2D] objects using [2D] shapes on paper. Shapes can be found in objects to help us draw. Using shading and tone can make drawings more realistic.	<b>Form</b> Know a form is something that you can view from all sides [it is 3D]. A form can be created as a sculpture. Form can be shown when drawing by using tone and shading to show lighter areas and darker areas or shadows.	<b>Tone</b> Know tone is about light and dark in an artwork. Strong tone means there is a big difference between light and dark. Using pencil in different ways can suggest tone. E.g. hatching, cross hatching and stippling.	<b>Colour</b> Know primary colours are red, blue and yellow. Secondary colours are green, orange and purple. Tints, tones and shades can make them lighter or darker. Mix a primary and secondary colour to make tertiary colours.	<b>Texture</b> Know how to describe how materials feel using words. Artists can suggest what texture is like with their marks. This is called implied texture.	<b>Pattern</b> Know patterns can be created with a series of repeated marks like dots and lines. Patterns can be shown by using different drawing marks. More complicated patterns can be made by repeating a design.
<b>Drawing Skills</b> <ul style="list-style-type: none"> <li>Name sketching techniques (e.g. contouring, stippling, scumbling, linear hatching)</li> <li>Know that tone can affect the mood of an artwork. Dark = melancholy</li> <li>Know the effect of light on a shape/form from different directions.</li> <li>Know the concept of perspective, foreground &amp; background and make objects in the foreground look larger than those in the background.</li> <li>To know that perspective allows artists to portray form in their artwork.</li> <li>Uses directional shading with confidence to create tone and form in a drawing.</li> <li>Experiment with: line, tone, pattern, texture, form, space, colour and shape.</li> <li>Shapes and lines are refined independently using controlled lines.</li> <li>Clearly shows areas of light and shadow in an observational drawing based on one or several light sources.</li> </ul>		<b>Painting Skills</b> <ul style="list-style-type: none"> <li>Describe and use a range of techniques in their work and say why they have chosen them.</li> <li>Know flat and oval - shaped end brushes work well for blending and creating soft - rounded edges</li> <li>Know that Fan flat brushes have hairs that spread. (good for smoothing, blending and feathering.</li> <li>Explain why specific painting techniques have been chosen.</li> <li>Can blend colours using a soft and smooth gradient.</li> <li>Clearly shows areas of light and shadow in an observational painting based on one or several light sources.</li> <li>Identify symbolism and use it.</li> <li>Evaluate effectiveness of own work.</li> <li>Describe the mood in their paintings.</li> <li>Express their emotions accurately through their paintings and sketches.</li> </ul>		<b>3D/Collage Skills</b> <ul style="list-style-type: none"> <li>Use recycled, natural and manmade materials to create sculpture.</li> <li>Know how to combine materials and processes to design and make 3D form (junk modelling materials)</li> <li>Know how to use a combination of materials, construction methods and tools to create a 3D model</li> <li>Convey a message through their sculpture.</li> </ul>		
<b>Mixed Media: Klimt/Abad</b> Building upon their knowledge of facial proportions and shading/tone, children create a portrait in the style of Klimt.	<b>Mixed Media: Conceptual Art</b> Finding a voice through Art. Communicating and important message through Art inspired by Chris Ofili.	<b>Perspective</b> Children look at painting a collection of objects with greater attention to form and tone through shading with tones, tints and shading.	<b>Mini Project – Junk sculpture</b> Influenced by Michelle Reader, children look at the topic of conservation and recycling through a junk sculpture.	<b>Mini Project – Photo Montage</b> Influence by Sarah Eisenlohr’s environmental work. Children create a photo montage.		
<ul style="list-style-type: none"> <li>Name sketching techniques (e.g. contouring, stippling, scumbling, linear hatching)</li> <li>Know the effect of light on a shape/form from different directions.</li> <li>Uses directional shading with confidence to create tone and form in a drawing.</li> <li>Experiment with: line, tone, pattern, texture, form, space, colour and shape.</li> <li>Shapes and lines are refined independently using controlled lines.</li> <li>Clearly shows areas of light and shadow in an observational drawing based on one or several light sources.</li> <li>Describe and use a range of techniques in their work and say why they have chosen them.</li> <li>Know flat and oval - shaped end brushes work well for blending and creating soft - rounded edges</li> <li>Know that Fan flat brushes have hairs that spread. (good for smoothing, blending and feathering.</li> </ul>	<ul style="list-style-type: none"> <li>Know that tone can affect the mood of an artwork. Dark = melancholy</li> <li>Experiment with: line, tone, pattern, texture, form, space, colour and shape.</li> <li>Shapes and lines are refined independently using controlled lines.</li> <li>Describe and use a range of techniques in their work and say why they have chosen them.</li> <li>Identify symbolism and use it.</li> <li>Evaluate effectiveness of own work.</li> <li>Describe the mood in their paintings.</li> <li>Express their emotions accurately through their paintings and sketches.</li> </ul>	<ul style="list-style-type: none"> <li>Name sketching techniques (e.g. contouring, stippling, scumbling, linear hatching)</li> <li>Know the effect of light on a shape/form from different directions.</li> <li>Know the concept of perspective, foreground &amp; background and make objects in the foreground look larger than those in the background.</li> <li>To know that perspective allows artists to portray form in their artwork.</li> <li>Uses directional shading with confidence to create tone and form in a drawing.</li> <li>Shapes and lines are refined independently using controlled lines.</li> <li>Clearly shows areas of light and shadow in an observational drawing based on one or several light sources.</li> <li>Know flat and oval - shaped end brushes work well for blending and creating soft - rounded edges</li> <li>Know that Fan flat brushes have hairs that spread. (good for smoothing, blending and feathering.</li> </ul>	<ul style="list-style-type: none"> <li>Use recycled, natural and manmade materials to create sculpture.</li> <li>Know how to combine materials and processes to design and make 3D form (junk modelling materials)</li> <li>Know how to use a combination of materials, construction methods and tools to create a 3D model</li> <li>Convey a message through their sculpture.</li> </ul>	Know a montage is a mixed-media artwork including collaged photographs. Create a montage from a range of pictures and photographs. Express themselves, their likes and interests through their photo montage.		

<ul style="list-style-type: none"> <li>● Explain why specific painting techniques have been chosen.</li> <li>● Can blend colours using a soft and smooth gradient.</li> </ul>		<ul style="list-style-type: none"> <li>● Explain why specific painting techniques have been chosen.</li> <li>● Can blend colours using a soft and smooth gradient.</li> </ul>		
<ul style="list-style-type: none"> <li>● Know <b>Mixed-media</b> is artwork that uses more than one art material e.g., paint and pens. Know artists can arrange objects or images in a <b>composition</b>.</li> <li>Know Abad is an artist from the Philippines who worked in a contemporary representational style.</li> </ul>	<ul style="list-style-type: none"> <li>● Know expressive art conveys emotions and feelings and can be representational or abstract.</li> <li>● Know an <b>exhibition</b> is a display of artwork. Know Chris Ofili is a contemporary British painter who makes art today</li> </ul>	<ul style="list-style-type: none"> <li>● Know <b>Perspective</b> is the way a flat (2D) image looks deep (3D).</li> <li>● Know composition is often made up of <b>foreground, midground and background</b>.</li> <li>Know Paul Nash wanted to show the realities of war in his work.</li> </ul>	Know Michelle Reader creates 3D work form unusual materials to send a message about the ways humans impact our environment.	Know photographs and pictures can be cut up to make a montage. Know Sarah Eisenlohr creates photo montages to raise awareness about the environment.
Support with Bloomsbury: Klimt	Support with Bloomsbury: Ofili	Support with Bloomsbury: Still Life/Willem Kalf	Support with Bloomsbury: Michelle Reader	Support with Bloomsbury: Sarah Eisenlohr