

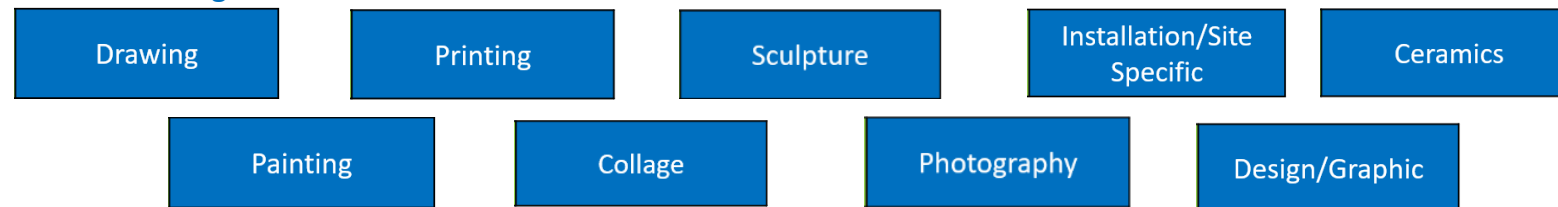
### Why Teach Art and Design?

Art, craft and design embody some of the highest forms of human creativity. Art supports students' personal development through creativity and self-expression, alongside developing resilience, confidence and critical thinking skills. We aim to engage learners in the creative process, encouraging them to express their individuality, whilst building skills in problem solving, decision making about their own work and that of others - learning to reflect and evaluate as work progresses. We promote the enjoyment of Art for itself, the development of skills with increasing mastery as they progress and in their engagement in Art Craft and design. Art Craft and design in their many forms can then be taken forward either into exams, or for itself and have a lifelong impact with a love of art and artwork.

### Our Curriculum will

- Produce creative work exploring their ideas and recording their experiences
- Enable learners to become proficient in drawing painting and other art craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design- and the Formal Elements.
- Enable learners to know about great artists from history and to current contemporary artists, craft makers and designers and understand the historical and cultural development of their art forms.

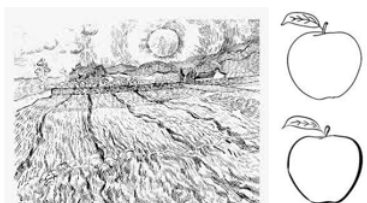
### Practical Knowledge - Media and Materials



### Practical Knowledge - Formal Elements of Art

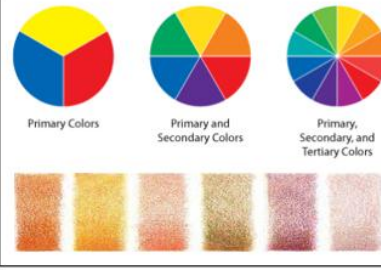
#### Line

The path left by a moving point e.g. a pencil or brush dipped in paint. A line can take many forms e.g. horizontal, diagonal or curved.




#### Colour

A reflection of light, seen by the eyes.




#### Pattern

A design the is created by repeating lines, shapes, tones or colours. Can be manmade, like a design on a fabric, or natural, such as the markings on animal fur




#### Texture

The surface quality of something, the way it feels or looks like it feels.  
Actual Texture – really exists and can be felt or touched  
Visual Texture – created using different marks to represent actual texture




#### Mood

Art can evoke certain feelings in the viewer or create a particular atmosphere.




#### Shape

A shape is an area enclosed by a line/edge (shaded in or just an outline).




#### Form

Form is a 3 dimensional shape such as a sphere, cube or a cone. Sculpture and 3D design are about creating forms.




#### Space

The distance and area around, above, between or below objects.




#### Composition

The placement or arrangements of visual elements or ingredients in a work of art.

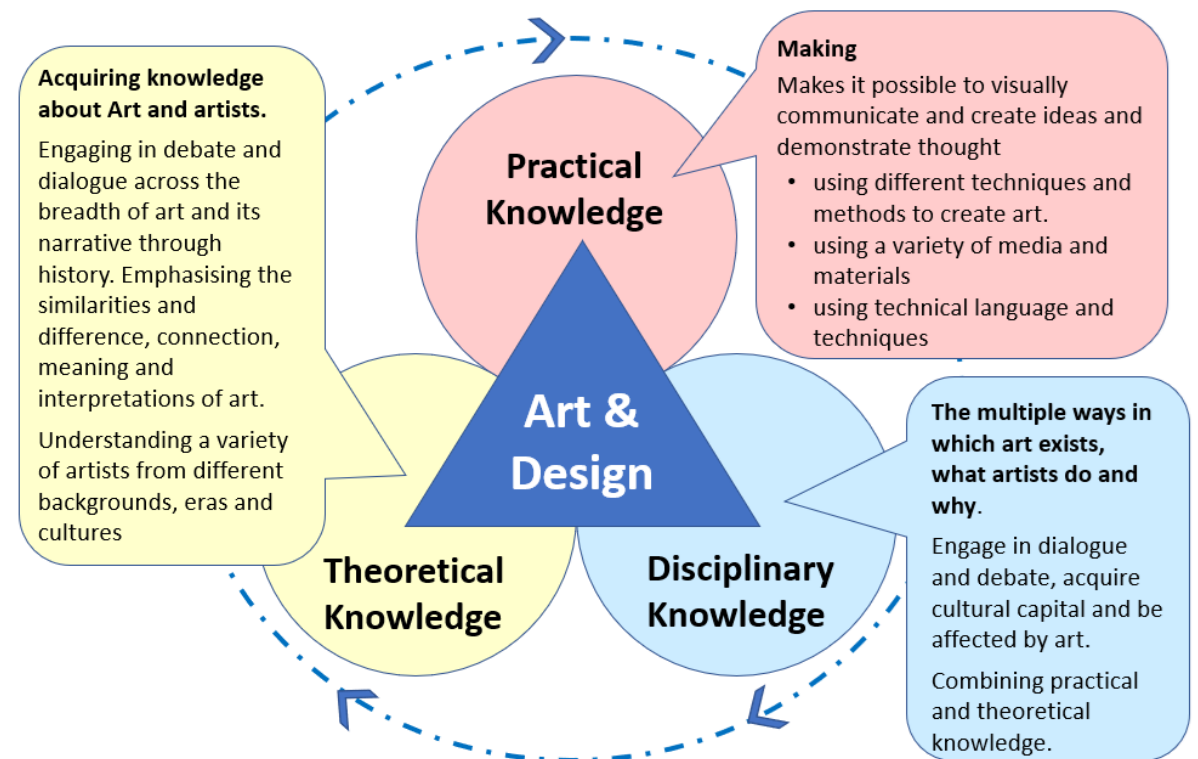
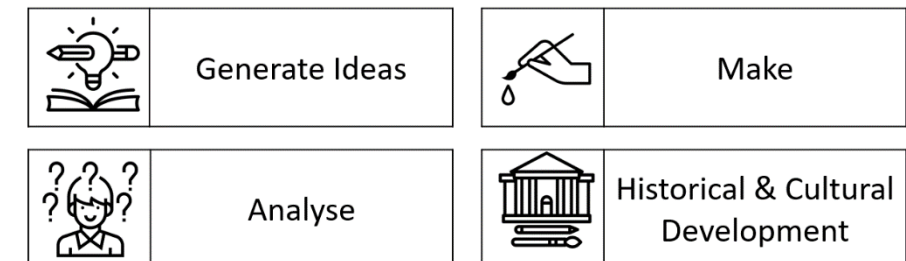


#### Tonal Value

Degrees of lightness or darkness. The difference between values is called value contrast.



| Substantive         |                       | Disciplinary               |
|---------------------|-----------------------|----------------------------|
| Practical Knowledge | Theoretical Knowledge | Discipline based knowledge |



### Art and Design Teaching Approaches

We use the following approaches to teaching topics.

- Primary Research**
  - Drawing in a variety of ways
  - Looking at images from a variety of sources
  - Looking at real objects
- Contextual Research**
  - Studying a variety of art, craft and designers work to inspire and inform practical work.
  - Learners are encouraged to form their own opinions and listen to other's viewpoints
- Learn and Experiment with new materials**
  - Learner's practice and learn how to use a range of different media and art techniques. They are encouraged to experiment
- Final Outcome**
  - Pupils will use prior learning, knowledge, and practice to help design and generate a final outcome that showcases their learning and understanding.

## Expressive Arts and Design




















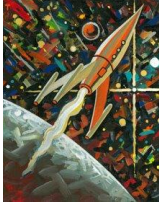


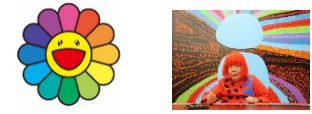
### Being Imaginative and Expressive

### Creating with Materials

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

|                          | Autumn 1  | Spring 1  | Summer 1   |
|--------------------------|---|---|--|
| Key Vocabulary           |   |   |  |
| Key Knowledge and Skills | <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>- Make use of props and materials to role play characters in narratives and stories</li> <li>- Sing a range of well-known nursery rhymes and songs</li> <li>- Model and encourage singing to self and making up simple songs</li> <li>- Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>- Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.</li> </ul> | <ul style="list-style-type: none"> <li>- Perform songs, rhymes, poems and stories with others</li> <li>- Play pitch-matching games, humming or singing short phrases for children to copy.</li> <li>- Sing call-and-response songs, so that children can echo phrases of songs you sing.</li> <li>- Tap out simple repeated rhythms</li> <li>- Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example</li> <li>- Experience moving in time with music</li> </ul> | <ul style="list-style-type: none"> <li>- Invent, adapt and recount narrative and stories with peers and their teacher</li> <li>- Experience different kinds of music from across the globe, including traditional and folk music from Britain.</li> <li>- Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</li> <li>- Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</li> </ul>  |
|                          | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make.</li> <li>- Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</li> <li>- Use various construction materials, e.g. joining pieces, staking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>- Use tools for a purpose</li> <li>- Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”</li> </ul>                   | <ul style="list-style-type: none"> <li>- Share creations, explaining the process they have used</li> <li>- Continue to explore colour and how colours can be changed</li> <li>- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>- Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</li> </ul>             | <ul style="list-style-type: none"> <li>- Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>- Develop colour-mixing techniques to be able to match the colours they see and want to represent, with step-by-step guidance when appropriate.</li> <li>- Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the childrens, for example in details, colour, movement or line.</li> </ul> |



|        | Autumn  |   |  | Spring  |   |   | Summer  |   |  |
|--------|---|---|--|---|---|---|---|---|--|
|        | Artist/Style Focus  | Knowledge and Skills  |  | Artist/Style Focus  | Knowledge and Skills  |   | Artist/Style Focus  | Knowledge and Skills  |  |
| Year 1 | <b>People/ Portraits: Looking at me</b><br>  | <ul style="list-style-type: none"> <li>Observation – mirror – look at self</li> <li>Mix a skin tone/matching colours to my hair/skin/eyes.</li> <li>Line drawing</li> </ul> | Line<br>Shape<br>Composition<br>Colour<br>Mood   | <b>Spider Story</b><br>  | <ul style="list-style-type: none"> <li>Line drawing</li> <li>Mark making</li> <li>Shapes</li> <li>Repeated patterns</li> <li>Oil pastel resist</li> <li>Collage</li> </ul>  | Line<br>Shape<br>Pattern<br>Mood                | <b>Animal – Big Cats</b><br>   | <ul style="list-style-type: none"> <li>Shapes</li> <li>Oil pastel</li> <li>Pattern making</li> <li>Mixing green</li> <li>Mark making</li> </ul>   | Line<br>Shape<br>Pattern<br>Texture<br>Colour                |
| Year 2 | <b>Fire!</b><br>Great Fire of London<br>  | <ul style="list-style-type: none"> <li>Water colour painting</li> <li>Oil pastel resist</li> <li>Colouring pencils</li> <li>Creative drawing and mark making</li> </ul>     | Line<br>Colour<br>Composition<br>Shape<br>Mood   | <b>Mushrooms</b><br>  | <ul style="list-style-type: none"> <li>Drawing from observation</li> <li>Colour mixing and matching</li> <li>Block painting</li> <li>Brush handling and control</li> <li>Using templates</li> <li>Printing, polyprint, single colour</li> </ul> | Line<br>Shape<br>Tonal value<br>Texture<br>Form | <b>Seaside</b><br>  | <ul style="list-style-type: none"> <li>Watercolour painting</li> <li>Brush handling and control</li> <li>Making 3D – cardboard/mixed media</li> </ul>   | Shape<br>Pattern<br>Colour<br>Texture<br>Mood<br>Composition |
| Year 3 | <b>Drawing on Walls</b><br>             | <ul style="list-style-type: none"> <li>Charcoal drawing</li> <li>Mark making</li> <li>Line drawing</li> </ul>   | Line<br>Texture<br>Shape<br>Composition<br>Space | <b>Volcanoes</b><br>  | <ul style="list-style-type: none"> <li>Colour mixing and matching to colour wheel</li> <li>Mixing block paint</li> <li>Brush handling and control</li> <li>Graphite drawing and mark making</li> </ul>  | Colour<br>Line<br>Shape<br>Texture<br>Mood      | <b>Egypt</b><br>  | Pencil colour blending<br><ul style="list-style-type: none"> <li>Clay- slab and impressed marks</li> </ul>  | Line<br>Tonal Value<br>Form<br>Texture                       |
| Year 4 | <b>Portrait</b><br>  | <ul style="list-style-type: none"> <li>Pencil drawing</li> <li>Tonal qualities/grey scale</li> <li>3D Cardboard slotted head</li> </ul>                                     | Composition<br>Texture<br>Form                   | <b>Rainforest Frogs</b><br>  | <ul style="list-style-type: none"> <li>Colour theory and mixing secondary's</li> <li>Pattern and design</li> <li>Using paint</li> </ul>   | Colour<br>Pattern<br>Shape<br>Space<br>Line     | <b>Romans</b><br>  | <ul style="list-style-type: none"> <li>Design</li> <li>Pattern and shape</li> </ul>   | Form<br>Shape<br>Pattern<br>Composition                      |
| Year 5 | <b>Houses/Buildings</b><br>           | <ul style="list-style-type: none"> <li>Working in relief</li> <li>Designing and creative drawing</li> <li>Clay slab made house- Flat/3D slabs</li> </ul>                    | Shape<br>Colour<br>Line<br>Pattern<br>Texture    | <b>Aztecs</b><br>  | <ul style="list-style-type: none"> <li>Design</li> <li>Make a printing block</li> <li>Print process</li> </ul>  | Line<br>Pattern<br>Shape                        | <b>Earth and space</b><br>   | <ul style="list-style-type: none"> <li>Mixed media- watercolour painting</li> <li>Quality of line – pen work</li> </ul>   | Line<br>Pattern<br>Shape                                     |
| Year 6 | <b>WW2</b><br>   | <ul style="list-style-type: none"> <li>Expressive Oil pastel drawing</li> <li>Wax resist</li> <li>Responding to artist and mood</li> </ul>                                  | Line<br>Space<br>Composition<br>Mood             | <b>Africa</b><br>  | <ul style="list-style-type: none"> <li>Cardboard manipulation</li> <li>3d/Relief construction</li> </ul>  | Pattern<br>Line<br>Form<br>Texture              | <b>All about me – portrait and personality</b><br>   | <ul style="list-style-type: none"> <li>Create mind mapping</li> <li>Colour and design</li> <li>Portrait recap</li> <li>Creating personal work about themselves- becoming an artist</li> </ul> | Composition<br>Pattern<br>Shape<br>Colour                    |

### Formal Elements of Art

The Formal Elements are the parts used to make a piece of artwork. The art elements are **line, shape, space, form, tone, texture, pattern, mood, colour and composition**. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. All formal elements are covered in some way in all projects however there is a greater focus in projects on a limited number of Formal Elements to help the focus of teaching and learning.

### Formal Elements of Art across Key stage 1 and 2

|               | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
|---------------|--|--|--|--|---|---|
|               | Formal elements  | Formal elements  | Formal elements                                  | Formal elements  | Formal elements   | Formal elements                                   |
| Project       | Portrait   | <i>Roald Dahl</i>  | Drawing on Walls                                 | 3D Portraits   | Houses and buildings  | WW2   |
| <b>Autumn</b> | Line<br>Shape<br>Composition<br>Colour<br>Mood               | Line<br>Colour<br>Composition<br>Shape<br>Mood               | Line<br>Texture<br>Shape<br>Composition<br>Space | Composition<br>Texture<br>Form                         | Shape<br>Colour<br>Line<br>Pattern<br>Texture                   | Line<br>Space<br>Composition<br>Mood              |
| Project       | Spider Stories   | Mushrooms  | Volcanos   | Rainforest frogs                                       | Aztecs  | African Art                                       |
| <b>Spring</b> | Line<br>Shape<br>Pattern<br>Mood                             | Line<br>Shape<br>Tonal value<br>Texture<br>Form              | Colour<br>Line<br>Shape<br>Texture<br>Mood       | Colour<br>Pattern<br>Shape<br>Space<br>Line            | Line<br>Pattern<br>Shape  | Pattern<br>Line<br>Form<br>Texture<br>Tonal Value |
| Project       | Big Cats   | Seaside  | Egypt  | Romans   | Earth and Space   | All About Me                                      |
| <b>Summer</b> | Line<br>Shape<br>Pattern<br>Texture<br>Colour<br>Tonal Value | Shape<br>Pattern<br>Colour<br>Texture<br>Mood<br>Composition | Line<br>Tonal Value<br>Form<br>Texture           | Form<br>Shape<br>Pattern<br>Composition<br>Tonal Value | Colour<br>Texture<br>Line<br>Form<br>Composition<br>Tonal Value | Composition<br>Pattern<br>Shape<br>Colour         |

[illegible]









|                        | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|------------------------|--|--|--|--|--|--|
| Through Sketchbooks    | <ul style="list-style-type: none"> <li>Introduce “sketchbook” as being a place to record individual response to the world.</li> <li>Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).</li> <li>Develop a “sketchbook habit”.</li> <li>Begin to feel a sense of ownership about the sketchbook.</li> </ul>   | <ul style="list-style-type: none"> <li>Develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</li> <li>Begin to feel a sense of ownership about the sketchbook.</li> <li>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...</li> </ul>  | <ul style="list-style-type: none"> <li>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</li> <li>Begin to feel a sense of ownership about the sketchbook.</li> <li>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...</li> </ul>  | <ul style="list-style-type: none"> <li>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</li> <li>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration</li> <li>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</li> </ul>  | <ul style="list-style-type: none"> <li>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</li> <li>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</li> <li>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</li> <li>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</li> </ul>   | <ul style="list-style-type: none"> <li>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</li> <li>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</li> <li>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</li> </ul>  |
| By looking and talking | <ul style="list-style-type: none"> <li>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</li> <li>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).</li> <li>Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>Describe what you can see.</li> <li>Describe what you like? Why?</li> <li>How does it make you feel?</li> <li>What would you like to ask the artist?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</li> <li>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums.</li> <li>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</li> <li>Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>Describe what you can see.</li> <li>Describe what you like? Why?</li> <li>How does it make you feel?</li> <li>What would you like to ask the artist?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</li> <li>Discuss artist’s intention and reflect upon your response.</li> <li>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</li> <li>Look at a variety of types of source material and understand the differences.</li> <li>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</li> <li>Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>Describe what you see</li> <li>What do you like/dislike? Why</li> <li>What is the artist saying to us in this artwork?</li> <li>How does it make you feel?</li> <li>How might it inspire you in making your own art?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</li> <li>Discuss artist’s intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</li> <li>Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</li> <li>Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>Describe the artwork.</li> <li>What do you like/dislike? Why?</li> <li>Which other senses can you bring to this artwork?</li> <li>What is the artist saying to us in this artwork?</li> <li>How might it inspire you to make your own artwork?</li> <li>If you could take this art work home, where would you put it and why?</li> </ul> </li> <li>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</li> </ul> | <ul style="list-style-type: none"> <li>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response.</li> <li>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</li> <li>Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</li> <li>Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>Describe the artwork.</li> <li>What do you like/dislike? Why?</li> <li>Which other senses might you bring to this artwork? How does it make you feel?</li> <li>What is the artist saying to us in this artwork?</li> <li>How might it inspire you to make your own artwork?</li> <li>Who or what else might you look at to help feed your creativity?</li> </ul> </li> <li>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</li> </ul> | <ul style="list-style-type: none"> <li>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</li> <li>Look at a variety of types of source material and understand the differences.</li> <li>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</li> <li>Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>Describe the artwork.</li> <li>What do you like/dislike? Why?</li> <li>Which other senses might you bring to this artwork? How does it make you feel?</li> <li>What is the artist saying to us in this artwork?</li> <li>How might it inspire you to make your own artwork?</li> <li>Who or what else might you look at to help feed your creativity?</li> </ul> </li> <li>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</li> </ul> |
| By making              | <ul style="list-style-type: none"> <li>Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</li> </ul>  | <ul style="list-style-type: none"> <li>Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</li> </ul>   | <ul style="list-style-type: none"> <li>Use growing knowledge of how materials and medium act, to help develop ideas.</li> <li>Continue to generate ideas through space for playful making.</li> <li>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</li> </ul>   | <ul style="list-style-type: none"> <li>Use growing knowledge of how materials and medium act, to help develop ideas.</li> <li>Continue to generate ideas through space for playful making.</li> <li>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</li> </ul>   | <ul style="list-style-type: none"> <li>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.</li> <li>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</li> </ul>  | <ul style="list-style-type: none"> <li>Use growing knowledge of how materials and medium act, to help develop ideas.</li> <li>Continue to generate ideas through space for playful making.</li> <li>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</li> </ul>   |
| End of Year            | <ul style="list-style-type: none"> <li>Recognise that ideas can be generated through doing as well as thinking</li> <li>Recognise that ideas can be expressed through art</li> <li>Experiment with an open mind</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise that ideas can be generated through doing as well as thinking</li> <li>Recognise that ideas can be expressed through art</li> <li>Experiment with an open mind</li> <li>Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas</li> <li>Use drawing to record and discover ideas and experiences</li> </ul>   | <ul style="list-style-type: none"> <li>Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions</li> <li>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</li> </ul>  | <ul style="list-style-type: none"> <li>Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential</li> <li>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</li> <li>Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects</li> </ul>   | <ul style="list-style-type: none"> <li>Engage in open-ended research and exploration to initiate and develop personal ideas</li> <li>Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information</li> <li>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</li> </ul>  | <ul style="list-style-type: none"> <li>Independently develop a range of ideas which show curiosity, imagination and originality</li> <li>Investigate, research and test ideas and plans using sketchbooks and other approaches</li> <li>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</li> </ul>  |






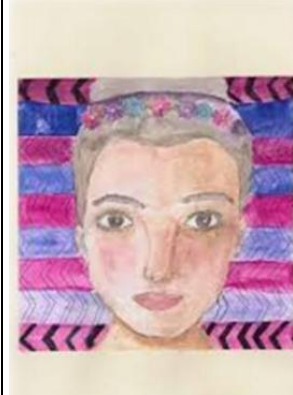
|                    | Year 1   | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
|--------------------|--|--|--|---|---|---|
| <b>Making</b>      | try out a range of materials and processes and recognise that they have different qualities<br>use materials purposefully to achieve particular characteristics or qualities | deliberately choose to use particular techniques for a given purpose<br>develop and exercise some care and control over the range of materials they use. | develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques.<br>select, and use appropriately, a variety | investigate the nature and qualities of different materials and processes systematically.<br>apply the technical skills they are learning to improve the quality of their work. | confidently investigate and exploit the potential of new and unfamiliar materials<br>use their acquired technical expertise to make work which effectively reflects their ideas and intentions. | Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques<br>Independently select and effectively use relevant processes in order to create successful and finished work |
| <b>Drawing</b>     | Basic mark making and texture<br>Basic pencil grip   | Expressive Mark making<br>Shapes<br>Pattern  | Basic understanding of tone<br>Pressure sensitive mark making<br>Changing the pencil grip to create different marks and pressures<br>Expressive drawing                | More controlled and deliberate mark marking when drawing.<br>Working from primary sources.  | Beginning to be selective in the media and pressure applied when drawing. More deliberate drawing.  | Ability to select the appropriate mark to make<br>Appropriate tools and media for drawing tasks   |
| <b>Colour</b>      | Basic use of pencil colours<br>Mixing 2 primaries to make a secondary – Green<br>Mixing skin tones.  | Basic understanding of the colour wheel<br>Mostly staying in the lines and covering the white of the page  | Understanding of the colour wheel – mix and make secondary colours<br>Improved colouring and beginning to understand how to blend colours                              | Developed and deliberate choice of colours and mixing their choice of colours<br><br>Developed ability to use and apply pencil colours. Improved blending of colours.           | Using colour and media choices in a more controlled and appropriate way. Actively selecting what media is used<br><br>Refining and blending a wider range of colours.                           | Know and understand the colour wheel and be able to mix a select a wide range of colours.<br><br>Neat and controlled use of coloured pencils demonstrating colour choices and blending in an appropriate way.                                     |
| <b>Painting</b>    | Basic holding of a brush.<br>Using large brush to mix paint  | Using water colour paints to create washes. Using large and detailed brushes   | Using block paints to create consistent paint thickness and correct use of a brush when mixing and painting.   | Using a detail brush to paint smaller more controlled areas.<br>Understanding how to hold a paint brush correctly.  | Painting and using chromatography. Growing confidence and improving brush skills  | To select the appropriate brush for the media used. Show control when handling a brush.   |
| <b>3D</b>          |  | Basic paper manipulation to form a mushroom  | Clay work manipulated from a solid piece of clay   | Card manipulation building in relief and 3D   | Slab rolled clay with impressed marks   | Cardboard manipulated to create a 3D shape with relief details.   |
| <b>Printmaking</b> |  | Basic shapes using polyprint.<br>Single colours  | More controlled printmaking  | Developed images designed and created as a print  |   |   |

Every child deserves to be the best they can be

|  | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
|--|--|--|---|--|--|--|
| Analysing content and context.<br>How, why, what if?     | <ul style="list-style-type: none"> <li>• Able to identify the content or theme of an artwork such as nature, city or people etc.</li> <li>• Identify the colours in an artwork and link to colour properties (e.g. primary and secondary).</li> <li>• Make connections between an artwork and their own work (subject)</li> <li>• Identify colour, line, shape and comment on the appearance of these elements using key language (e.g. curved or arched lines).</li> <li>• Generate basic questions about the content of an artwork (e.g. What is the artwork about? What did the artists want to show?)</li> </ul> | <ul style="list-style-type: none"> <li>• Able to identify the content or theme of an artwork such as nature, city or people and link it to the work of another artist.</li> <li>• Identify the colours in an artwork and link to colour families and colour properties (e.g. primary, secondary)</li> <li>• Make connections between an artwork and their own work (subject, colour, style or process)</li> <li>• Identify colour, line, shape, pattern, space and tone and comment on the appearance of these elements using key language.</li> <li>• Generate basic questions about the content and context of an artwork and form opinions of how an artwork was produced based on its outcome.</li> </ul>  | <ul style="list-style-type: none"> <li>• Able to identify or interpret the content or theme of an artwork such as nature, city or people and link it to the work of other artists with similar practices.</li> <li>• Identify the colours in an artwork and link to colour families, properties and its impact on mood (e.g. brightly coloured may suggest bliss)</li> <li>• Make connections between an artwork and their own work (subject, colour, style, process or theme)</li> <li>• Identify colour, line, shape, pattern, space, form, texture and tone and comment on the appearance of these elements using key language.</li> <li>• Generate questions about an artwork and form opinions of how an artwork was produced based on knowledge of previously studied artists.</li> </ul>   | <ul style="list-style-type: none"> <li>• Able to hypothesise about the content or theme of an artwork such as nature, city or people and link it to the work of other artists across different art movements</li> <li>• Identify the colours in an artwork and link to colour families, properties and its impact on mood. Links colour to subject matter or theme</li> <li>• Make connections between an artwork and their own work</li> <li>• Identify elements of art within an artwork and comment on the appearance of these elements using key language.</li> <li>• Generate questions about the content, context and mood of an artwork</li> </ul>  | <ul style="list-style-type: none"> <li>• Able to hypothesise about the content, context and theme of an artwork and compare this to the practice of other artists within the same, or different art movements</li> <li>• Identify the colours in an artwork and link to colour families, properties and its impact on mood. Links colour to subject matter or theme, cultural influences.</li> <li>• Make connections between an artwork and their own work (subject, colour, style, process or theme)</li> <li>• Explains the purpose of the elements of art within an artwork and generates plausible reasons as to why the artist has utilised them in this manner</li> <li>• Generate questions about the content, context and mood an artwork.</li> </ul>   | <ul style="list-style-type: none"> <li>• Able to identify and interpret the content, context, theme or symbolism of an artwork and compare this to the practice of other artists</li> <li>• Make connections between an artwork and their own work. Understands the purpose of the artwork and its connections to subject, colour, style, process or theme with detail.</li> <li>• Analyses the use of the elements of art within an artwork and generates plausible and evidence-based reasons as to why the artist has utilised them in this</li> <li>• Generate questions and evidence-based statements about the content, context and mood an artwork and discusses the significance and limitations of artist's choice of discipline.</li> </ul>  |
| Evaluating: subjective – finding and assessing the value | <ul style="list-style-type: none"> <li>• Articulate their understanding of the subject or theme of their artwork and link that to the artist in study.</li> <li>• Describe their artwork linking to the elements of art and suggest how they have been successful (e.g. I used control when I drew my lines)</li> <li>• Say what they like and dislike about an artwork and why.</li> <li>• Say what they like and dislike about their own artwork and why.</li> </ul>   | <ul style="list-style-type: none"> <li>• Articulate their understanding of their artwork and link that to the artist in study with reference to the subject or theme, discipline (painter, sculptor, printer etc) or elements of art.</li> <li>• Comment on the use of colour in their artwork and link this to the work of the artist and colour properties.</li> <li>• Discuss how their work may be influenced by that of the artist. Can begin to suggest how successful these links were.</li> <li>• Describe their artwork linking to the elements of art and suggest how they have been successful in using them. Compare these elements to those used by the artist in study.</li> <li>• Generate suggestions as to how they were successful in their work and propose development points for the future.</li> </ul> | <ul style="list-style-type: none"> <li>• Articulate the purpose of their artwork and link that to the artist in study and other artists working within this discipline.</li> <li>• Comment and explain the use of colour in their artwork and link this to the work of the artist. Discusses the impact of the use of colour.</li> <li>• Discuss how their work may be influenced by that of the artist. Suggest how successful and apparent these links are.</li> <li>• Describe how their artwork links to the elements of art and explain why they have chosen such elements in their work.</li> <li>• Generate suggestions as to how they were successful in their work and propose development points for the future. Consider how using other disciplines may impact their work.</li> </ul> | <ul style="list-style-type: none"> <li>• Articulate the purpose and rationale of their artwork and link that to the artist in study and other artists working within this discipline, movement or time period.</li> <li>• Explain how colour has been used in their artwork and link this to the work of the artist or artists. Discusses the impact of colour on mood and subject matter referencing colour properties.</li> <li>• Note clear influences of the artist's work found in their own artwork. Explain how successful and apparent these links are and give reasons as to why they were used</li> <li>• Explain how their artwork links to the elements of art and explain their impact with reference to particular artists, movements or periods.</li> <li>• Explain how they were successful in their work and independently generate targets for the future with reference to the artist's practice.</li> <li>• Make valid suggestions on how their work could be completed using a variety of disciplines which may impact their work.</li> </ul> | <ul style="list-style-type: none"> <li>• Confidently articulate the purpose and rationale behind their artwork. Judge their artwork against that of the artist in study.</li> <li>• Explain how and why colour has been used in their artwork and discusses the impact of colour on mood and subject matter referencing colour properties. Can ascertain whether the colour used in their work has greater meaning or is symbolic</li> <li>• Explain how and why they have used an artist's influence in their own work. They suggest how they have modified this to make their own work more original. Explain how successful and apparent these links are and give reasons as to why they were used</li> <li>• Explain how their artwork links to the elements of art and clarify their impact with reference to particular artists, movements or periods.</li> <li>• Critique their (and other's work) with emphasis on the formal elements and generate developmental targets for themselves</li> <li>• Make valid suggestions on how their work could be completed using a variety of disciplines and explain how this could change the context.</li> </ul> | <ul style="list-style-type: none"> <li>• Confidently articulate the purpose and rationale behind their artwork. Critique their artwork against that of the artist in study or other artists. Ascertain how they have utilised / disregarded certain aspects of the artist's work with explanations.</li> <li>• Explain how and why colour has been used in their artwork and link this to the work of artists working in differing time periods / movements. Discusses the impact of colour on mood and subject matter referencing colour properties. Can explain the personal symbolic references of colour within their work.</li> <li>• Explain how, why and to what extent they have used an artist's influence in their own work. They explain in detail how and why they have modified this to make their own work more original. Explain how successful and apparent these links are and give reasons as to why they were used.</li> <li>• Critique their (and other's work) with emphasis on theory. Generate developmental targets for themselves and others for future artworks with reference to the artist's practice.</li> <li>• Develop clear strategies on how their work could be completed using a variety of disciplines that would further enhance the purpose of their artwork. E.g. Instead of using a modern camera and editing software to mimic Boltanski's work, I could use a camera from this period to make my artwork more authentic</li> </ul> |



|                   | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
|-------------------|---|---|---|--|---|---|
| Drawing Knowledge | <ul style="list-style-type: none"> <li>Know that a pencil grip can change how marks are applied on a surface. E.g. held closely to the tip increased the amount of control you have.</li> <li>Know that when you hold a pencil close to the tip, will increase control and detail.</li> <li>Knows that appropriate simple shapes must be combined and used to create an overall object.</li> <li>Know that pencil marks can be lighter / darker depending on the pressure used to apply marks.</li> </ul> | <ul style="list-style-type: none"> <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 they can follow basic contours and outlines of shapes from observation</li> <li>Know that an eraser can be used to refine lines but also to lighten shaded areas.</li> <li>Know that tones can be blended together from light to dark using a pencil.</li> <li>Know that 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 from one element to another such as light to dark or from one colour to another.</li> </ul> | <ul style="list-style-type: none"> <li>Know that tone can create contrast in a drawing (difference between light and dark).</li> <li>Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.</li> <li>Know that cross hatching and hatching can be used to show areas of 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 (where appropriate).</li> <li>To know that perspective allows artists to portray form in their artwork.</li> </ul>         | <ul style="list-style-type: none"> <li>Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones.</li> <li>Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making.</li> <li>Know that scale is a comparison of size between objects.</li> <li>Know that proportion is relative to the object it is part of.</li> <li>Know that when drawing from observation, they must consistently look at the subject to gauge accuracy</li> <li>Know that erasers can be used for different purposes e.g. soft easers can be used to lift off graphite to reveal areas of light.</li> <li>Know that directional shading can be used to portray form and realism.</li> <li>Begin to understand that the composition of an artwork can affect its focal point.</li> <li>Know that lines can be used expressively to portray mood.</li> </ul> | <ul style="list-style-type: none"> <li>Know that sketched lines are used to map concepts on a surface. A loose grip can also suggest movement in an artwork.</li> <li>To know that 3D objects have a tactile texture and when this is captured in a drawing it is called implied texture.</li> <li>Can choose drawing type or medium by their properties based on the purpose of the artwork.</li> <li>Can disregard the use certain media for their artwork based on their style properties.</li> </ul>  | <ul style="list-style-type: none"> <li>Know that media for drawing can differ in purpose and can reflect a certain style or movement.</li> <li>Know that an artist's technique of applying lines, shapes and tone directly affects the aesthetic of an artwork. An expressive method of applying lines will create a sense of movement or an abstract work.</li> <li>Know that the drawing medium can be used in different ways to inform mood and can be used to reflect the subject matter</li> <li>Know that depth in a drawing affects the scale of an object.</li> <li>Know that the manner in which physical scale of an artwork is explored by the artist directly influences the viewing experience.</li> <li>Know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter.</li> <li>Know that tone can affect the ability to create form Know that tone can affect the mood of an artwork. Dark = melancholy</li> </ul> |
| Drawing Skills    | <ul style="list-style-type: none"> <li>Hold the pencil close to the point for control and detail.</li> <li>Apply sketched lines to record initial ideas.</li> <li>Refines lines to make them more accurate by erasing unwanted marks.</li> <li>Can begin to apply different tones (dark, mid and light) by utilising a change in pressure.</li> <li>Line application on a surface is somewhat influenced inspiration seen.</li> </ul>   | <ul style="list-style-type: none"> <li>Hold the pencil further towards the end for loose sketching.</li> <li>Sketching is more fluid and expressive when using a grip suitable for purpose.</li> <li>Lines and contours are clearly identifiable as observed objects.</li> <li>Refine their drawing by using an eraser accurately to remove inaccurate lines.</li> <li>Can apply different tones (dark, mid and light) by utilising a change in pressure.</li> <li>Begin to blend tones or gradients using appropriate pressure.</li> </ul>   | <ul style="list-style-type: none"> <li>Lines and shapes can be applied with increasing accuracy, showing some control.</li> <li>The application of tone shows a clear contrast between dark, mid and light.</li> <li>Using shading, their objects can begin to possess form. Directional and contour shading aids this.</li> <li>The blending of tones is beginning to appear smooth without clear intervals of contrast. Composition is considered with regards to placement of the object.</li> <li>Cross hatching shows areas of dark and light areas of an object. Lines that are closer together and layered show darker areas.</li> </ul> | <ul style="list-style-type: none"> <li>Draw objects that are correctly sized in comparison to others within an artwork (portray distance).</li> <li>Create objects in the foreground that appear larger than those in the back and midground.</li> <li>When drawing, elements of the same object are draw using an accurate proportion e.g. the facial features.</li> <li>Use an eraser to expose lighter tones to show texture in an artwork.</li> <li>Identify areas of shadow and light and</li> <li>Beginning to explore texture in an observational drawing using different techniques such as stippling.</li> <li>Drawing can be worked on over more than 1 lesson.</li> <li>Composition allows for a balanced drawing.</li> <li>Can blend tones using a soft and smooth gradient.</li> </ul>  | <ul style="list-style-type: none"> <li>A range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. charcoal for its darker tones and tactile texture.</li> <li>Clearly marks areas of light and shadow in an observational drawing.</li> <li>Shapes and lines are refined accurately when appropriate to the artwork. (Some marks may not need refining as they are more abstract).</li> <li>Shows a range of techniques to create texture e.g. stippling or the use of an eraser (purposefully chosen).</li> <li>Can sustain drawing over more than 1 lesson sessions.</li> <li>Composition allows for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance.</li> <li>Blend colours softly with no apparent definition between values.</li> </ul> | <ul style="list-style-type: none"> <li>Uses directional shading to create form in a drawing.</li> <li>Clearly shows areas of light and shadow in an observational drawing based on one or several light sources.</li> <li>Shapes and lines are refined independently using controlled lines.</li> <li>Independently applies a range of techniques to create texture e.g. use of an eraser, stippling, cross -hatching, surface etc.</li> <li>Can use an eraser for a range of effects and techniques, such as lifting tone, adding texture and creating negative space.</li> <li>Can sustain drawing over several sessions, drawing for purpose (sketching, designing, final artwork)</li> <li>Can create contrast within an artwork with clear control showing a smooth gradient where appropriate.</li> <li>Composition is well considered</li> </ul>   |
|                   |    |    |    |   |    |    |

|                    | Year 1  | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  |
|--------------------|---|---|--|---|---|---|
| Painting Knowledge | <ul style="list-style-type: none"> <li>Know that paintbrushes can differ in appearance – know the name of: <ul style="list-style-type: none"> <li>Mixing brush</li> <li>Detail brush</li> </ul> </li> <li>Knows that a paintbrush grip can change how marks are applied on a surface</li> <li>Know that if the paintbrush is held more tightly, improved control will be achieved</li> <li>Knows that appropriate simple shapes must be combined and used to create an overall object.</li> <li>Knows that red, blue and yellow are primary colours.</li> </ul> | <ul style="list-style-type: none"> <li>Know that holding the paintbrush close to the point will help control and detail, further towards the end creates loose brush strokes.</li> <li>Know that directional strokes are created moving the paintbrush back and forth</li> <li>Know that refining lines increases the accuracy of their painting (when working on realism). Know that paints have different properties, for example: <ul style="list-style-type: none"> <li>Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours.</li> <li>Knows that blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Know that paint can be layered to add texture.</li> <li>Know that paints have different properties and can be more suited for certain projects.</li> <li>Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours. Can mix primary colours confidently to create secondary colours.</li> <li>Knows that blue, green and purple belong to the cool colour family and create a sad, calming or cold feeling. Red, yellow and orange belong to the warm colour family and create a feeling of anger, warm or energy.</li> <li>Know that white can be added to a colour to make a tint.</li> </ul> | <ul style="list-style-type: none"> <li>Directional brush strokes can be used to portray form.</li> <li>Know that texture can be manipulated via different methods and techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.</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 that proportion is relative to the object it is part of.</li> <li>Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours. Can mix primary colours confidently to create secondary colours. Can create tertiary colours from primary and secondary colours. E.g. blue/purple</li> <li>Know that complementary colours are opposite on the colour wheel.</li> </ul> | <ul style="list-style-type: none"> <li>Know that texture can be applied to a surface prior to painting via the use of gesso, grout, sand etc to enhance the mood of an artwork.</li> <li>Know that when complementary colours are mixed, they will become muted. This can also be affected by the ratio of one colour to the other.</li> <li>Know that harmonious colours are those colours next to each other on the colour wheel.</li> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Know that an artist's technique of applying paint directly affects the aesthetic of an artwork. An expressive method of applying paint will create a sense of movement or an abstract work.</li> <li>Know that the paintbrush can be used in different ways to inform mood and can be used to reflect the subject matter – E.g. expressive strokes can convey a sense of excitement.</li> <li>Can use knowledge of mixing colours to create comparable values to show an influence of an artist, style or movement.</li> <li>Can correctly select appropriate brushes to blend colours on a surface - must be soft bristles.</li> <li>Know that harmonious colours are those colours next to each other on the colour wheel.</li> <li>Knows that by mixing different variations of primary colours, different hues of black can be created</li> <li>Know that tone can affect the mood of an artwork. Dark = melancholy</li> </ul> |
| Painting Skills    | <ul style="list-style-type: none"> <li>Hold the paintbrush close to the tip for control and detail.</li> <li>Hold the paintbrush further towards the end for loose mark making.</li> <li>Can apply loose lines to record initial ideas.</li> <li>Apply lines that follow basic contours and outlines of shapes from observation (primary or secondary source).</li> <li>Refines lines to make them more accurate by using controlled application.</li> </ul>  | <ul style="list-style-type: none"> <li>Lines and contours are clearly identifiable.</li> <li>When lines are refined, they will appear sharper (when working on realism or if appropriate).</li> <li>Can begin to apply paint to a surface referencing the strokes of the artist in study.</li> </ul>  | <ul style="list-style-type: none"> <li>Lines and shapes can be applied with increasing accuracy, showing control.</li> <li>Using directional brush strokes, their objects can begin to possess form.</li> <li>The application of tone shows a clear contrast between dark, mid and light.</li> <li>The blending of tones is attempted with some intervals of contrast.</li> <li>Composition is considered with regards to placement of the object.</li> </ul>  | <ul style="list-style-type: none"> <li>Paint objects that are correctly sized in comparison to others within an artwork (distance)</li> <li>Create objects in the foreground that appear larger than those in the back and midground.</li> <li>When painting, elements of the same object are drawn using an accurate proportion e.g. the facial features.</li> <li>Beginning to explore texture in an artwork using different techniques such as layering, differing brush strokes.</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>   | <ul style="list-style-type: none"> <li>Clearly marks areas of light and shadow in painting.</li> <li>Shapes and lines are refined accurately when appropriate to the artwork. (Some brush strokes may not need refining as they are more abstract).</li> <li>Shows a range of techniques to create texture.</li> <li>Can sustain painting over more than 1 lesson.</li> <li>Composition allows for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance.</li> </ul> | <ul style="list-style-type: none"> <li>Clearly shows areas of light and shadow in painting.</li> <li>Shapes and lines are refined independently using controlled strokes. Independently applies a range of techniques to create.</li> <li>Can sustain painting over many sessions, drawing and painting for purpose (sketching, designing, final artwork)</li> <li>Composition is well considered</li> <li>Can mix dark tones using different variations of primary colours.</li> </ul>   |
| Examples           |    |    |   |    |    |    |



|                          |        |         |                |           |               |            |             |          |
|--------------------------|--------|---------|----------------|-----------|---------------|------------|-------------|----------|
| Key Recurring Vocabulary | art    | make    | draw/drawing   | opinion   | quality       | line       | tone        | texture  |
|                          | design | create  | paint/painting | planning  | evaluate      | pattern    | sketch      | ink      |
|                          | craft  | picture | print/printing | materials | experimenting | media      | shape       | accuracy |
|                          | colour | image   | artists        | ideas     | proportion    | Size/scale | composition | pencil   |

| Painting    |               | Drawing               |                       |              | Making    |                 |                    | Printing |          |
|-------------|---------------|-----------------------|-----------------------|--------------|-----------|-----------------|--------------------|----------|----------|
| Paint       | Paint brush   | Cartridge paper       | pressure              | sketching    | 2D        | make            | clay               | ink      | Print    |
| watercolour | palette       | Pencil/pencil colours | quality of line       | oil pastel   | 3D        | cardboard       | join               | roller   | pressure |
| block paint | brush control | Mark making           | drawing for purpose   | chalk pastel | Sculpture | Glue            | slip (clay 'glue') | transfer | Reverse  |
| colour      | accuracy      | lines                 | creative drawing      | planning     | relief    | scissors        | score              | proof    | Repeat   |
| Mixing      | water pot     | tone                  | observational drawing | blending     |           | build/construct | Bend/shape         |          |          |
| primary     | Bleed/run     | shading/hatching      |                       |              |           |                 |                    |          |          |
| secondary   |               |                       |                       |              |           |                 |                    |          |          |

## Analysing Artwork

|   |  |  |
|---|--|--|
| <b>FACTS:</b><br>Artists name<br>Dates born/died- link to historical events<br>Country from/worked in | <b>WHAT CAN YOU SEE:</b><br>Describe what you can <i>actually</i> see.<br>Is it a person or an object, is it abstract?<br>Where is it – can you tell, location eg gallery<br>How it might be created? Painting, drawing, photo, sculpture<br><br>Describe formal elements: Line, tone, colour, texture<br>composition, pattern/shape, scale/size | <b>GIVE AN OPINION:</b><br>Have you seen something it reminds you of?<br>Have you seen this before?<br>Compare and contrast<br><br>Do you recognise the artist's style?<br><b>Do you like this artwork? Why?</b> |
|---|--|--|

## Language for analysing and evaluating

| Year 1    |         | Year 2    |          | Year 3      |           | Year 4    |           | Year 5    |          | Year 6      |            |            |              |              |
|-----------|---------|-----------|----------|-------------|-----------|-----------|-----------|-----------|----------|-------------|------------|------------|--------------|--------------|
| opinion   | explain | predict   | evaluate | hypothesise | examine   | criticise | classify  | conveys   | conclude | connotes    | comparable | accentuate | articulate   | implications |
| favourite | decide  | opinion   | support  | assess      | relate    | justify   | interpret | evokes    | critique | illustrates | provokes   | emphasis   | significance | applicable   |
| like      | compare | recommend | compare  | judge       | summarise | convince  | construct | indicates |          |             |            |            |              |              |
| dislike   | prefer  |           |          | argue       | express   |           |           |           |          |             |            |            |              |              |
| shows     |         |           |          |             |           |           |           |           |          |             |            |            |              |              |

| Colour   | Colour   | Shape   | Line   | Form  | Form   | Texture   | Value/Tone  | Pattern   | Mood   | Composition  | Composition  |
|--|--|---|--|---|--|---|---|---|--|--|--|
| deep<br>neutral<br>harmonious<br>luminous<br>mixed<br>tint<br>translucent tone<br>opaque<br>pale<br>pastel tint<br>complementary<br>transparent<br>hue<br>saturation<br>shade<br>value<br>monochromatic<br>cold/cool<br>hot/warm<br>custom | Saturated<br>bright pure<br>vivid<br>strong<br>dramatic<br>vibrant<br>brilliant<br>intense<br>powerful<br>primary<br>secondary<br>tertiary<br>intermediate<br>muted<br>subtle<br>delicate<br>dull<br>sepia<br>subdued<br>gloomy<br>faded<br>bleed<br>limited<br>spectrum<br>gentle<br>blend<br>clash | geometric<br>organic<br>angular<br>body<br>figure<br>conical<br>form<br>frame<br>harmonious<br>image<br>model<br>sharp<br>mound<br>precise<br>rough<br>sculpt<br>uniform<br>vague<br>open<br>closed<br>free | broken<br>Heavy<br>Light<br>fluent<br>free<br>hesitant<br>scribble<br>sweeping<br>rhythm<br>contour<br>confident<br>faint<br>flowing<br>quality<br>uniform<br>even<br>smooth<br>undulating | jagged<br>sharp<br>mechanical<br>man-made<br>organic<br>rounded<br>curved<br>natural<br>angled<br>pointed irregular<br>regular<br>heavy<br>solid<br>volume<br>overlapping<br>floating<br>insubstantial<br>advance<br>mass<br>atmospheric<br>perspective<br>human<br>grid<br>enlarge<br>motif<br>aerial view<br>ornament | 3D<br>2D<br>scale<br>stacked<br>woven<br>negative space<br>positive space<br>symmetrical<br>asymmetrical<br>illusion | uneven<br>matt<br>bumpy<br>rough<br>jagged<br>serrated<br>coarse<br>splatter thick<br>thin<br>wash<br>gritty<br>grainy<br>glossy<br>silky<br>gestural<br>complex<br>smooth<br>plain<br>soft<br>featureless<br>shiny<br>cross-hatching<br>fine<br>flat<br>brushstroke<br>glaze | dramatic<br>dark<br>deep<br>intense<br>heavy<br>rich<br>strong<br>pale<br>bleached<br>light<br>faded<br>pallid ashen<br>bright<br>contrast<br>crisp<br>fair<br>graduation<br>harsh<br>smooth<br>value<br>gradient | Square<br>Rectangle<br>triangle<br>diamonds<br>embellish<br>flowing<br>fluid<br>geometric<br>irregular natural<br>negative<br>order<br>ornamental<br>overlap<br>Plain<br>repeat<br>simple<br>spiral<br>stamp<br>stencil<br>structure<br>uniform<br>rhythm<br>motif<br>symmetric<br>positive | happy<br>cheerful<br>optimistic<br>joyful<br>vibrant<br>lively<br>positive<br>sad<br>depressed<br>moody<br>gloomy<br>miserable<br>negative<br>soothing<br>calming<br>restful<br>peaceful<br>gentle<br>sinister<br>delicate<br>disturbing<br>exciting<br>expressive<br>fresh<br>humorous<br>imposing<br>nostalgic<br>mysterious<br>foreboding<br>oppressive<br>menacing<br>ominous<br>threatening<br>alive<br>atmospheric | symmetrical<br>asymmetrical<br>calm<br>still<br>complex<br>poised<br>peaceful<br>precise<br>classical<br>irregular<br>off-centre<br>energetic<br>balance<br>active<br>geometric<br>blurred<br>confused<br>design<br>eye-line<br>unity<br>harmony<br>lively<br>shape<br>sharp<br>space<br>accent<br>angle<br>dominant<br>emphasise<br>repetition<br>variation<br>proportion | focus<br>form<br>distant<br>near<br>perspective<br>plane<br>foreground<br>middle ground<br>background<br>scale |