

Star of the Sea Progression Map For ART, CRAFT and DESIGN								
	Y.G EYFS	<u>(Autumn)</u>			<u>(Spring)</u>		<u>(Summer)</u>	
AREA OF EXPLORATION		What can we see?	How can we explore colour?	How can we build worlds?	How can we explore materials and marks?	How can we explore 3D materials?	How can we use our bodies to make art?	How can we use our imaginations?
ELG		<ul style="list-style-type: none"> • <u>Exploring and using media and materials:</u> • Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • <u>Being imaginative:</u> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through art 						
MAKING SKILLS		<ul style="list-style-type: none"> • work spontaneously and enjoy the act of making/creating • sustain concentration and control when experimenting with tools and materials 						
GENERATING IDEAS		<ul style="list-style-type: none"> • work purposefully responding to colours, shapes, materials etc. • create simple representations of people and other things 						
KNOWLEDGE		<ul style="list-style-type: none"> • that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities • how to explain what they are doing 						
EVALUATION		<ul style="list-style-type: none"> • recognise and describe key features of their own and others' work 						
Star of the Sea Progression Map For ART, CRAFT and DESIGN								
	Y.G 1	<u>Autumn</u> <u>Drawing and sketchbooks</u>			<u>Spring</u> <u>Surface and Colour</u>		<u>Summer</u> <u>Working in three Dimensions</u>	

AREA OF FOCUS		Spirals	Exploring watercolour OR simple printmaking OR Inspired by Flora and Fauna	Playful Making OR Making birds
AIMS		<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		
MAKING SKILLS	Drawing	<p>Skill and control- Pupils develop control when drawing using simple 2D geometric shapes. Pupils explore the concept of light and dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials.</p> <p>Techniques- Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms.</p> <p>Purpose- Pupils draw for pleasure, developing an interest in things in the world around them. Draw from imagination and observation.</p>		
	Painting	<p>Skill and control- They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Pupils develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. They paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.</p> <p>Techniques- They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is suitable for a give task.</p> <p>Colour- Pupil’s use colours imaginatively learning that colour can be used to show their thoughts and feelings.</p> <p>Form- Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form.</p>		
	Craft	<p>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Images are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.</p>		

	Design	Pupils should design & make something they have imagined or invented. This might be realising a drawing then modelling it in three dimensions.
	3D Sculpture, Printmaking, Computers, Clay etc.	Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to make things they have designed, invented or seen. Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials; card, string, foam, textured materials and paper, clay, polystyrene etc. They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos.
GENERATING IDEAS	Develop/ Share ideas	This may be coming up with an idea linked to a theme or topic they are studying.
	Experiences/ imagination	Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.
KNOWLEDGE	Artists, Craftspeople, Designers	Study famous works of Molly Haslund, Paul Klee, Emma Burleigh, Christo and Jeanne Claude and others, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.
	Formal elements	Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.

EVALUATION	Identify similarities and differences to others'	Use evaluation to understand what they need to do to improve and that all artists do this. Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.
	Make choices and decisions	Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.

Star of the Sea Progression Map For ART, CRAFT and DESIGN				
	Y.G 2	<u>Autumn</u> <u>Drawing and Sketchbooks</u>	<u>Spring</u> <u>Surface and Colour</u>	<u>Summer</u> <u>Working in three Dimensions</u>
AREA OF FOCUS		Explore and Draw	Exploring the World through Monoprint OR Expressive Painting	Be and Architect OR Stick Transformation Project
AIMS		<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		

MAKING SKILLS	Drawing	<p>Skill and control- Greater skill & control is evident when drawing using simple geometric shapes to create forms.</p> <p>Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching.</p> <p>Increasingly able to shade areas neatly without spaces and gaps.</p> <p>To identify and draw detail, texture, pattern.</p> <p>Techniques- Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</p> <p>Purpose- Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.</p>
	Painting	<p>Skill and control- Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment.</p> <p>Pupils learn to paint neatly and carefully, without leaving gaps or messy edges.</p> <p>Learn to measure & mix the paint needed & apply paint sensitively with control.</p> <p>Techniques- Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.</p> <p>Colour- Develop colour mixing to make finer variations in secondary colours.</p> <p>Form- Pupils learn why light colours look closer to us and dark objects look further away, then explore this in their art.</p>
	Craft	<p>Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc.</p> <p>Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used.</p> <p>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p>
	Design	<p>Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.</p>

	3D Sculpture, Printmaking, Computers, Clay etc	<p>Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p> <p>Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images.</p>
GENERATING IDEAS	Develop/Share ideas	Work should be continued over longer periods of time. Pupils should have opportunities to express their ideas & thoughts about the type of art they want to make.
	Experiences/Imagination	Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating fictitious things and places.
KNOWLEDGE	Artists, Craftspeople, Designers	Study famous works of Kandinsky, Romero Britto, Picasso and others learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.
	Formal elements	Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.
EVALUATION	Identify similarities and differences to	Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.

	Make choices and decisions	Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Use evaluation to understand what they need to do to improve and that all artists do this.
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Star of the Sea Progression Map For ART, CRAFT and DESIGN				
	Y.G	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	3	<u>Drawing and Sketchbooks</u>	<u>Surface and Colour</u>	<u>Working in three dimensions</u>
AREA OF FOCUS		Gestural drawing with charcoal	Working with shape and colour OR Cloth, Thread, Paint	Telling Stories through drawing and Making OR Making Animated Drawings
AIMS		<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		

MAKING SKILLS	Drawing	<p>Skill and control- Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks to describe a wide range of surfaces, textures & forms.</p> <p>Techniques- Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need.</p> <p>Purpose- Record experiences such as trips and experiences or to describe sequences of events. Describe, copy and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)</p>
	Painting	<p>Skill and control- Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.</p> <p>Techniques- Learn how to paint with expression by combining traditional painting methods with unorthodox materials and techniques (such as rags, sticks, fabrics, sponges etc.)</p> <p>Colour- Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</p> <p>Form- Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.</p>
	Craft	<p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p>

	Design	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc.
	3D Sculpture, Printmaking, Computers, Clay etc.	They should design and make in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.
GENERATING IDEAS	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.
	Develop ideas	Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.
	Experiences/ imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.
KNOWLEDGE	Artists, Craftspeople, Designers	Study famous works of art, craft, design or architecture and give personal oral opinions about it. Focus on Edgar Degas, Henri Matisse and Quentin Blake and others. (Seurat- BBCET Curric). How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artists work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).

EVALUATION	Increasing understanding- purpose and intention of art	Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.
	Awareness of choices and decisions	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.

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	Y.G 4	<u>Autumn</u> <u>Drawing and Sketchbooks</u>	<u>Spring</u> <u>Surface and Colour</u>	<u>Summer</u> <u>Working in three Dimensions</u>
AREA OF FOCUS		Storytelling through Drawing	Exploring Pattern OR Exploring Still Life	The Art of Display OR Sculpture, Structure, Inventiveness and Determination OR Festival Feasts
AIMS		<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		

MAKING SKILLS	Drawing	<p>Skill and control- Further develop their ability to accurately identify and render 2D and 3D geometric shapes when drawing things from observation or second-hand sources.</p> <p>Make progress in controlling shading with graphite, chalks and charcoal to describe form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines.</p> <p>Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p> <p>Techniques- Make drawings with pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.</p> <p>Purpose- Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or from photos they have taken) alter the viewpoint of objects.</p>
	Painting	<p>Skill and control- Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface.</p> <p>Use different types of paint such as poster paint, powder, watercolour or acrylic for example. Know when to use these paints & name some of their properties.</p> <p>Techniques- Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.</p> <p>Colour- Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.</p> <p>Form- Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.</p>
	Craft	<p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p>
	Design	<p>Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc</p>

	3D Sculpture, Printmaking, Computers, Clay etc.	<p>Design and make in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.</p> <p>Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.</p>
GENERATING IDEAS	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.
	Develop ideas	Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.
	Experiences/ imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.
KNOWLEDGE	Artists, Craftspersons, Designers	<p>Study famous works of art, craft, design and architecture and give more complex personal oral opinions about it. Focus on Laura Carlin, Andy Gilmore, Cezanne and Matisse and others. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>

EVALUATION	Increasing understanding-purpose and intention of art	Orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. Orally describe their thoughts, ideas and intentions.		
	Awareness of choices and decisions	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.		
Star of the Sea Progression Map For ART, CRAFT and DESIGN				
	Y.G 5	<u>Autumn</u> <u>Drawing and Sketchbooks</u>	<u>Spring</u> <u>Surface and Colour</u>	<u>Summer</u> <u>Working in three Dimensions</u>
AREA OF FOCUS		Typography and Maps	Making Monotypes OR Mixed Media Land & City Scapes OR Fashion Design	Set Design OR Architecture: Dream Big or Small?
AIMS		<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		

MAKING SKILLS	Drawing	<p>Skill and control- Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw and shade basic 2D and 3D shapes and forms neatly and evenly, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.</p> <p>Techniques- Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control; such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.</p> <p>Purpose- Draw for a range of purposes; thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.</p>
	Painting	<p>Skill and control- Pupil's know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve under-drawings or finer details.</p> <p>Techniques- They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.</p> <p>Colour- Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.</p> <p>Form- Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white</p>

	Craft	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc
	Design	Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design.
	3Dsculpture,Printmaking, Computers, Clay etc.	Design and make more complex forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard. Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. Produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.
GENERATING IDEAS	Sketchbooks	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression
	Develop ideas	Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.
	Experiences/ imagination	Take risks when trying out materials, investigate and explore the properties of materials.

KNOWLEDGE	Artists, Craftsperson, Designers	<p>Artists.. Grayson Perry, Kevork Mourad, Rae Smith (Monet, Morisot BBCET Art Curric)</p> <p>Study famous works of art using the following method:</p> <ul style="list-style-type: none"> • <i>Context</i> – What social, historical factors affect the work? • <i>Process</i> – Describe the art. When & how was the work made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture. • <i>Mood</i> – what emotions does the work convey? <p>Make copies of small areas of the artist’s work to study the techniques used. Use some of what they have learned from their artist’s studies to produce original work.</p>		
EVALUATION	Increasing understanding-purpose and intention of art	<p>Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</p>		
	Awareness of choices and decisions	<p>Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.</p>		
Star of the Sea Progression Map For ART, CRAFT and DESIGN				
	Y.G 6	<u>Autumn</u> <u>Drawing and Sketchbooks</u>	<u>Spring</u> <u>Surface and Colour</u>	<u>Summer</u> <u>Working in three Dimensions</u>
AREA OF FOCUS		2D Drawing to 3D Making	Activism OR Exploring Identity	Brave Colour OR Take a Seat OR Shadow Puppets
AIMS		<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design 		

		<ul style="list-style-type: none"> know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
MAKING SKILLS	Drawing	<p>Skill and control- Draw with increasing confidence in own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective</p> <p>Techniques- Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes.</p> <p>Purpose- Learn more styles of drawing and learn how drawing is used in art; 1. graphic (<i>cartoon, graffiti, fashion design etc.</i>) 2. realistic (<i>portrait, still life etc.</i>) 3. technical (<i>architecture, product design, plans, diagrams, instructions</i>) 4. Illustration (<i>books, magazines</i>) 5. Abstract (<i>fine art</i>) 6. Sculptural (<i>3D, wire, card, architectural models</i>) 7. Digital (<i>using computers, tablets, film</i>) other materials</p>
	Painting	<p>Skill and control- Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.</p> <p>Techniques- Paints from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.</p> <p>Colour- Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. They should ideally also understand colour relationships such as complimentary and harmonious colours.</p> <p>Form- They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint, paint undercoats and apply the paint carefully, thinking about effects and detail.</p>

	Craft	Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc
	Design	Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design for example. To solve design problems, to invent, create or imagine.
	3D sculpture, Printmaking, Computers, Clay etc.	Design and make more complex forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. Produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.
GENERATING IDEAS	Sketchbooks	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes; pleasure, thoughts, ideas & expression.
	Develop ideas	Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in
	Experiences/ imagination	Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media to use.

KNOWLEDGE	Artists, Craftsperson, Designers	<p>Artists... Lubaina Himid, Njideka Akunyili Crosby, Lotte Reiniger, Matisse and others.</p> <p>Study famous works of art using the following method:</p> <ul style="list-style-type: none"> • <i>Context</i> – What social, historical factors affect the work? • <i>Process</i> – Describe the art. When & how was the work made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture. • <i>Mood</i> – what emotions does the work convey? <p>Make copies of small areas of the artist’s work to study the techniques used. Use some of what they have learned from their artist’s studies to produce original work</p>
EVALUATION	Increasing understanding-purpose and intention of art	<p>They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p>
	Awareness of choices and decisions	<p>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p>