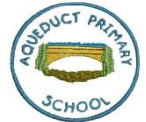




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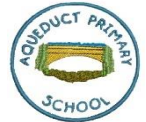



AQUEDUCT PRIMARY SCHOOL ART PROGRESSION GRID

SCHEMATAS Of LEARNING	COLOUR TONE AND VALUE	LINE AND SHAPE PATTERN	SPACE AND FORM TEXTURE
	<p>Substantive and disciplinary knowledge Substantive Knowledge- Is knowledge and 'substance' of how we make art and art and its history. Children use materials creatively to make art. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in using the range of art elements. They learn about the work of a range of artists, craft makers and designers.</p> <p>Disciplinary Knowledge- Is knowledge of how quality and value have been expressed by experts. Children learn the describe the differences and similarities between different practices and disciplines and make links to their own work/</p>		
	<p>Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> ● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● about great artists, architects and designers in history 		
End points for the End of EYFS	<p>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.</p> <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; (Skills) • Share their creations, explaining the process they have used; (Knowledge) 		
End points for the end of KSI	<p>Skills:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively to design and make products ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Knowledge</p> <ul style="list-style-type: none"> ● To know a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		



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	EYFS	YEAR 1	YEAR 2
<p>DRAWING/MARK MAKING Substantive knowledge</p> 	<p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function by showing the following:</i></p> <p><i>To give meaning to the marks that they make.</i></p> <p><i>To draw with increasing complexity and detail, such as representing a face with a circle and including details</i></p> <p><i>To create closed shapes with continuous lines and begin to use these shapes to represent objects.</i></p> <p><i>To show different emotions in their drawings - happiness, sadness, fear, etc.</i></p> <p><i>To hold a pencil using a tripod grip</i></p> <p><i>To draw bodies of an appropriate size for what they're drawing</i></p> <p><i>To explore their ideas and imagination by creating drawings, paintings, and sculptures.</i></p> <p><i>To explore creating designs and art work on a range of scales.</i></p>	<p><i>Record and explore ideas from first observational drawings.</i></p> <p><i>To know that drawing can be represented through different mediums.</i></p> <p><i>To know that different gradients of sketching pencils can be used to create different tones.</i></p>	<p><i>Record and explore ideas from first observational drawings. Look closely and make relevant observations.</i></p> <p><i>To know that artists often develop their work through a series of sketches.</i></p> <p><i>To know that different gradients of sketching pencils can create different tones and textures.</i></p>
<p>DRAWING/MARK MAKING Disciplinary Knowledge and Skills</p>	<p><i>Explore and define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</i></p> <p><i>Share their creations, explaining the process they have used</i></p>	<p><i>Introduce children to different gradients of sketching pencils (demonstrating the correct pencil grip for sketching).</i></p> <p><i>Experiment with how pencils can create different tones.</i></p> <p><i>Explore the use of a range of media; pencils, crayons, charcoal and</i></p>	<p><i>Introduce children to shading using key vocab of light and dark.</i></p> <p><i>Refine their use of a range of media (charcoal, pastels, chalk, crayons, pencils.), when drawing simple shaped objects, to ensure the desired</i></p>



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		<p>pastels. exploring the use of line and shape with some dexterity and control.</p>	<p>effect is created.</p> <p>Teach children how to fill a space and focus on a specific part of an artifact/ object when drawing.</p>
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	EYFS	YEAR 1	YEAR 2
<p>PAINTING</p> <p>Substantive knowledge</p> 	<p>To use primary colours to mix secondary colours.</p> <p>To explore the properties of colours as they mix.</p> <p>To mix colour for a desired purpose. To experiment with different tones and shades.</p> <p>To make choices about what colours they will mix.</p> <p>To use horizontal and vertical brush strokes to paint.</p> <p>To give meaning to the marks that they make.</p> <p>To show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>To know that a secondary colour is made by mixing two primary colours together.</p> <p>To name some warm and cold colours</p> <p>Establish how to use watercolours and the related equipment effectively.</p>	<p>Confidently identify primary and secondary colours.</p> <p>To have an awareness of the variety and qualities of colour in the environment</p> <p>To know the relationship between mood and colour, describing what they can see and like in the works of others</p>
<p>PAINTING</p> <p>Disciplinary Knowledge and Skills</p>	<p>Develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p>	<p>Share colour charts to compare variations of the same colour.</p> <p>Children experiment with colour mixing identifying primary and secondary colours.</p>	<p>Hold a paintbrush correctly and consider consistency when applying paint.</p> <p>Choose from a range of brush sizes and use appropriately.</p>



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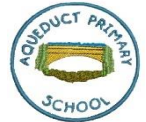


	<p>Share their creations, explaining the process they have used</p> <p>Observes objects on display when painting and responding with paint.</p> <p>Uses a range of movements and brush strokes to paint.</p> <p>Express their thoughts and ideas with paint.</p> <p>To use Artist's ideas to explore their own ideas and imagination to create art work on different scales.</p>	<p>Use different types of brushes for specific purposes developing control and application.</p> <p>Complete observational drawings that are then completed as watercolours.</p>	<p>To explore texture and thickness when applying paint. (Adding sawdust, glue, sand to create texture).</p> <p>Develop their knowledge of colour mixing. Mix and apply colour for purposes to represent real life. Explore with making tints by adding white. Making tones by adding black</p> <p>Develop the skills required to complete watercolours refining and developing techniques.</p> <p>Make observational drawings and paintings of animals/flowers, considering space and form.</p>
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	EYFS	YEAR 1	YEAR 2
<p style="text-align: center;">SCULPTURE</p> <p style="text-align: center;">Substantive knowledge</p> 	<p>To encourage them to think about and discuss what they want to make.</p> <p>To discuss problems and how they might be solved as they arise.</p> <p>To learn to use tools with care and precision and to create different textures.</p> <p>To join items together in a variety of ways with adhesive tape (Sellotape, masking tape) glue, string, ribbon... etc.</p> <p>To use a variety of techniques and shapes to sculpt.</p>	<p>To identify a natural and man-made art form.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>To discuss the differences between natural and man-made forms.</p> <p>To identify some British Sculptures and use ideas as a starting point for their own work.</p> <p>To know that a sketchbook can be used to plan, develop simple ideas and make simple informed choices.</p>



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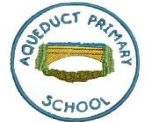


	<p>To make something that they give meaning to.</p> <p>To plan how they will fasten things together.</p> <p>To use tools to manipulate dough/clay to add detail.</p>		
<p style="text-align: center;">SCULPTURE Disciplinary Knowledge and Skills</p>	<p>Reflect with children on how they have achieved their aims.</p> <p>Share their creations, explaining the process they have used</p> <p>Make something with clear intentions.</p>	<p>Children experiment and build a sculpture using a variety of materials eg. recycled, natural and manmade materials.</p> <p>Explore sculpture experimenting with constructing and joining recycled and natural materials.</p> <p>They create objects for a purpose, such as a vase and create sculptures from observation.</p> <p>Explore shape and form. Children use paint to add details to their work.</p>	<p>To be able to create a piece of work in response to another artist's work; experimenting with building temporary sculpture e.g. natural materials, straws, pipe cleaners.</p> <p>Develop sculptures from found materials applying their knowledge of textures and developing joining skills.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Children begin to carve details into sculptures using tools.</p>

	EYFS	YEAR 1	YEAR 2
<p style="text-align: center;">COLLAGE Substantive knowledge</p> 	<p>To join items which have been cut, torn, or glued.</p> <p>To express their thoughts and ideas with collage.</p> <p>To explore creating designs and artwork on a range of scales.</p>	<p>Children begin to explore a variety of textures in collage and begin to explore the effect of different colours.</p> <p>Children tear, cut and layer materials to create different effects.</p>	<p>Children begin to show an understanding of how colours relate to mood in art.</p>



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COLLAGE Disciplinary Knowledge and Skills	<p>Children create collage using a variety of materials.</p> <p>Share their creations, explaining the process they have used</p>	<p>To create collage using a range of materials understanding the developing an awareness of the different textures created</p>	<p>To create collage using a range of materials understanding the developing an awareness of the different textures created</p>
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	EYFS	YEAR 1	YEAR 2
PRINTING Substantive knowledge	<p>To paints onto a chosen printing tool before printing.</p> <p>To take their time when printing.</p> <p>To create patterns and pictures.</p> <p>To print with a range of colours.</p> <p>To carefully plan where they will print and what they will print</p>	<p>Children create patterns using colour when printing</p> <p>Children begin to explore texture, pattern and line through relief printing.</p>	<p>Look at and discuss patterns, symmetry and irregularity in prints.</p> <p>To use printmaking as a means of drawing.</p> <p>To know that paint can be applied by pressing, rolling, rubbing and stamping.</p> <p>Children begin to explore texture, pattern and line through relief printing.</p>
PRINTING Disciplinary Knowledge and Skills	<p>Children begin to use a variety of objects to experiment with printing.</p> <p>Share their creations, explaining the process they have used</p>	<p>Use printmaking as a means of experiment and expression</p>	<p>Children to use observational drawing to develop their design ready for print.</p> <p>Children imprint drawing onto a polystyrene print and use rollers to apply block print paint.</p> <p>Make experimental marks and patterns into the polystyrene print.</p>

	EYFS	YEAR 1	YEAR 2
KEY VOCABULARY	<p>Colours, mix, primary colours, secondary colours. Light, dark, shape, creation, explain, texture, line, senses, join, shade, enclose, detail, observe.</p>	<p>Painting, drawing, printing, sculpture, collage</p> <p>Colour, line, tone, texture, primary colours, secondary colours shape, mix, bland, layers,</p>	<p>Painting, drawing, printing, sculpture, collage</p> <p>Colour, line, tone, texture, primary colours, secondary colours, warm colours, cool colours, shape, mix, bland, layers,</p> <p>Charcoal, pastel, clay,</p>



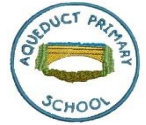
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<p>Theoretical Knowledge Artists/ sculptors/ designers</p> <p>To know about great artists, craft makers and designers in history</p>	<p>Children will be exposed to a range of artwork by famous artists and will be encouraged to say if they like it.</p> <p>Children will be encouraged to say if the artwork makes them happy or sad.</p> <p>Artists covered:</p> <ul style="list-style-type: none"> • Henri Matisse • Vincent Van Gogh • Andy Goldsworthy • Piet Mondrian 	<p>Children will begin to observe and discuss a range of artworks and use this knowledge to adapt and make their own work.</p> <p>Children can describe their likes and dislikes on artwork.</p> <p>Children will be able to describe if artwork makes them happy or sad.</p> <p>Children will explore a range of artists, craft makers and designers, describing the similarities and differences between them and making links to their own work.</p> <p>They will be developing a knowledge of the elements of art and start to discuss how these have been used in a variety of artworks.</p> <p>Artists covered:</p> <p>Cycle 1:</p> <ul style="list-style-type: none"> • Pablo Picasso • L. S. Lowry • Henri Rousseau <p>Cycle 2</p> <ul style="list-style-type: none"> • Claude Monet 	<p>Children will observe and discuss a range of artworks and use this knowledge to adapt and make their own work.</p> <p>Children explain their likes and dislikes on artwork, beginning to make comments on the techniques used.</p> <p>Children will be able to describe the emotions a piece of art brings about.</p> <p>Children will explore a range of artists, craft makers and designers, describing the similarities and differences between them and making links to their own work.</p> <p>They will be developing a knowledge of the elements of art and start to discuss how these have been used in a variety of artworks.</p> <p>Artists covered:</p> <p>Cycle 1:</p> <ul style="list-style-type: none"> • Pablo Picasso • L. S. Lowry • Henri Rousseau <p>Cycle 2</p> <ul style="list-style-type: none"> • Claude Monet
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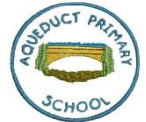
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AQUEDUCT PRIMARY SCHOOL ART PROGRESSION GRID KEY STAGE 2			
SCHEMATAS Of LEARNING	COLOUR	LINE AND SHAPE	SPACE AND FORM
	TONE AND VALUE	PATTERN	TEXTURE
	<p>Substantive and disciplinary knowledge</p> <p>Substantive Knowledge- Is knowledge and 'substance' of how we make art and art and its history. <i>Children use materials creatively to make art. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in using the range of art elements. They learn about the work of a range of artists, craft makers and designers.</i></p> <p>Disciplinary Knowledge- Is knowledge of how quality and value have been expressed by experts. <i>Children learn to describe the differences and similarities between different practices and disciplines and make links to their own work!</i></p>		
	<p>Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> ● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● about great artists, architects and designers in history 		
End points for the end of KS2	<p>Skills:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Knowledge To learn about a range of great artists, architects and designers in history.</p>		



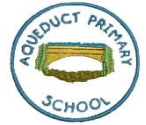
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	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p style="text-align: center;">DRAWING</p> <p style="text-align: center;">Substantive knowledge</p> 	<p>To know some techniques to represent tone, shape, pattern and texture and that different pencils can be used for different effects.</p> <p>Explore line and tonal shading using a range of different media [e.g. pencil, felt tips, pastel and chalks].</p> <p>Talk about perspective and proportion in their own work</p> <p>To know that different artists and artistic styles can represent the same subject matter in different ways.</p>	<p>Use a range of different media [e.g. pencil, felt tips, pastel and chalks] to explore using different lines and lines. To produce lines, tones and texture to create shadows.</p> <p>Talk about different types of mark, and the ways they are created. Draw familiar objects from different viewpoints.</p> <p>Talk about perspective and proportion in their own work</p> <p>To know that different artists and artistic styles can represent the same subject matter in different ways.</p>	<p>Develop an awareness of composition, scale and proportion in their drawings. To know that artists in history have different representations. To know how to use scale and can give the impression of depth within a representation of a landscape. To consider the impact that shade, as well as colour, can make to the mood conveyed by a piece of art. To use tonal qualities when drawing developing an understanding of light and dark on a object. Select appropriate materials for a task (drawing media, paper etc).</p>	<p>Can convey tonal qualities illustrating the effect of light and dark on a form.</p> <p>Select the appropriate media and techniques to achieve a specific outcome.</p> <p>Continue to refine and develop observational drawing enhancing use of proportion and perspective.</p> <p>Explore 3D form, light and shade using full range of pencils and rubbers to lighten.</p> <p>To know techniques to add effects to drawings, e.g. shadows, reflection, hatching, cross-hatching, side-strokes.</p> <p>To organise line, tone, shape and colour to represent figures and forms in movement.</p>
<p style="text-align: center;">DRAWING</p> <p style="text-align: center;">Disciplinary Knowledge and Skills</p>	<p>Children use their sketches to produce a final piece of work.</p> <p>Talk about different types of mark, and the ways they are created.</p> <p>Explore pencils and charcoals when drawing from observation and imagination.</p> <p>Draw familiar objects from different viewpoints.</p>	<p>Compare drawings for different purposes e.g. Cartoons advertisements etc. Use drawing as a means of designing. Produce and develop observational drawings and drawings from imagination. Developing techniques to create intricate patterns using different grades of pencil and other implements. Use sketchbooks to record drawings from observation, working indoors and outdoors. Include increased detail within work and develop shadows.</p>	<p>Use drawing to plan a composition e.g. painting/collage. Continue to practice and refine observational drawing skills.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</p>	<p>Use sketchbooks to collect, record and plan for future works. Learn to make a distinction between a working sketch and a drawing.</p> <p>Investigate using a range of different media [e.g. charcoal, graphite sticks, chalks, pastels, drawing pencils, pen and ink to explore line, tone, pattern, form and texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Use of rubber to draw/highlight.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>



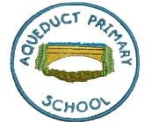
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	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p style="text-align: center;">PAINTING</p> <p style="text-align: center;">Substantive knowledge</p> 	<p>To know where each of the primary and secondary colours sits on the colour wheel. Revisit colour mixing identifying primary and secondary colours with addition of black and white hues.</p> <p>Identify warm and cool colours and begin to explore complimentary colours.</p> <p>Explore blending and develop washes using watercolours.</p> <p>To know the effects of a thick and thin paintbrush when using watercolours. Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Use variety of techniques such as dots, splashes and applying paint in layers.</p> <p>Create different textures and effects with paint.</p>	<p>Use black/white to make a deeper/lighter shade/tint of one colour.</p> <p>To know some complementary and opposing colours.</p> <p>Give reasons why a colour is liked or disliked.</p> <p>Recognise and use neutral colours [black, white and grey].</p> <p>Create different textures and effects with paint.</p> <p>To start to develop a painting from an observational drawing.</p>	<p>Children continue exploring a variety of different brushes to see what happens.</p> <p>Children demonstrate an understanding of the use of complementary colours and how brush strokes can be used for effect in painting. Children become more expressive with colour, associating colour with moods.</p> <p>Read a colour wheel and understand what it represents.</p>	<p>Children are confident using a variety of different brushes to create their artwork.</p> <p>Read a colour wheel and understand what it represents. Use different tones of colour and make links with space and size.</p> <p>Record the effects of light and dark in more complex situations.</p> <p>Identify and work with complimentary opposite colours/colour harmonies.</p> <p>To know how to layer colour to create textures.</p>
<p style="text-align: center;">PAINTING</p> <p style="text-align: center;">Disciplinary Knowledge and Skills</p>	<p>Sketchbook: Mix and match colours - create palettes to match images/picture. Explore shade and tone of colours.</p> <p>Make painting compositions, making use of thick/thin paintbrushes.</p> <p>Use of thick brush to create a wash.</p> <p>Using the space on a page effectively and considering the shapes of the objects as part of an overall composition.</p>	<p>Complete watercolours refining and developing techniques.</p> <p>Choose from a range of brush sizes to create shapes, textures, patterns and lines.</p> <p>Begin to experiment with colour to create more abstract colour palettes (e.g. blue for leaves).</p> <p>Learn about the styles of selected artists and use it to</p>	<p>They can create a colour palette and demonstrate mix colours to create a variety of tones.</p> <p>Select and work with a limited palette.</p> <p>Identify and work with complimentary opposite colours/colour harmonies.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence. Work with warm and</p>	<p>Children become more expressive with colour, knowing how to use colour to create/display moods.</p> <p>Select and work skilfully with a limited palette.</p> <p>They will be increasingly familiar with a range of paints and select them appropriately to create visually interesting pieces.</p>



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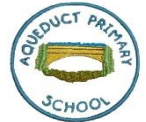


		<p>inspire their artwork (not copying). Use light and dark within painting and show understanding of complimentary colours. Confidently mix colours to make a range of tones and to create mood.</p>	<p>cold colours recognise/mix and use appropriately. Confidently control the types of marks made and experiment with different effects and textures. They will be increasingly familiar with a range of paints and select them appropriately to create visually interesting pieces.</p>	<p>To use a wide range of techniques in their work. To explain why they have chosen specific painting techniques</p>
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	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>SCULPTURE Substantive knowledge</p> 	<p>Develop children's confidence working with clay, adding detail and texture. Identify cultural decoration on pottery and sculptures and use this information to make a personal response. To explore work from other periods of time.</p>	<p>Continue to develop children's confidence working with clay, adding detail and texture. Identify cultural decoration on pottery and sculptures through the ages.</p>	<p>To work on a large scale group sculptures using newspaper, wire and madrac. To learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information</p>	<p>To study sculptures, small and large scale. To recognise sculptural forms in the environment: Furniture, buildings. To understand the properties of clay and techniques used in order to create three dimensional effects. Develop understanding of different ways of finishing work: glaze, paint, polish.</p>
<p>SCULPTURE Disciplinary Knowledge and Skills</p>	<p>Explore clay slabbing and coiling. Use tools to carve details. Use clay and other malleable materials and practice joining techniques. Cut, make and combine shapes to create recognisable forms. To work with clay and experiment with adding details and texture. Add materials to sculptures to create detail.</p>	<p>Cut, make and combine shapes to create recognisable forms. Add materials to sculptures to create detail, including pattern, form and shape. Use clay and other malleable materials and develop joining techniques. Explore clay slabbing and coiling. Use tools to carve details with growing accuracy. Manipulate wire by twisting, bending, wrapping.</p>	<p>Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. Confidently build structures using rolled or scrunched up newspaper and masking/parcel tape for a specific purpose. Use tools and materials to carve, add shape, texture and pattern.</p>	<p>Design and create sculptures, both small and large scale. To include both visual and tactile elements in their work. To create work which is open to interpretation by an audience. Children still use a variety of materials for sculpting and experiment with joining and constructing. They understand more about clay modelling and using different tools with clay. Children confidently build structures using rolled or scrunched up</p>



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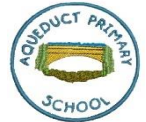


		<p>Use sculpture knowledge to make to make a personal response.</p>	<p>Develop cutting and joining skills eg. using wire, coils, slabs and slips. Skilfully use papier-mâché. Build structures using withies, wire, mod-roc, and plaster of Paris.</p>	<p>newspaper and masking/parcel tape for a specific purpose. Skilfully use papier-mâché. Build structures using withies, wire, mod-roc, and plaster of Paris. Use tools and materials to carve, add shape, texture and pattern. Develop cutting and joining skills eg. using wire, coils, slabs and slips..</p>
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	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>COLLAGE</p> <p>Substantive knowledge</p> 	<p>Children continue to explore creating collage with a variety of media eg. paper and magazines.</p> <p>They are introduced to new techniques, eg. overlapping, tessellation, mosaic and montage.</p>	<p>Children continue to explore creating collage with a variety of media eg. paper and magazines.</p> <p>They are introduced to new techniques, eg. overlapping, tessellation, mosaic and montage.</p>	<p>They develop their understanding of techniques learned in lower ks2 and develop their own ideas through planning.</p>	<p>They develop their understanding of techniques learned in lower ks2 and develop their own ideas through planning.</p>
<p>COLLAGE</p> <p>Disciplinary Knowledge and Skills</p>	<p>They begin experiment with sorting and arranging materials with purpose.</p> <p>Children select colours and materials to create effect.</p> <p>Children will refine their techniques to ensure precision.</p>	<p>They begin experiment with sorting and arranging materials with purpose.</p> <p>Children select colours and materials to create effect.</p> <p>Children will refine their techniques to ensure precision.</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect.</p> <p>Children develop their collage skills by adding collage to a painted or printed background. Create and arrange accurate patterns. They experiment with a range of mixed media.</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect.</p> <p>Children develop their collage skills by adding collage to a painted or printed background. Create and arrange accurate patterns. They experiment with a range of mixed media.</p>



Building Tomorrow, Leading the Way



	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p style="text-align: center;">PRINTING</p> <p style="text-align: center;">Substantive knowledge</p>	<p>Children will be introduced to the different types of printing (eg. Relief)</p> <p>They compare different styles of printing and use these to inform their own work, explaining choices.</p>	<p>Children will be introduced to the different types of printing (eg. Relief) They compare different styles of printing and use these to inform their own work, explaining choices.</p> <p>To use drawing as a means of designing a tessellating pattern. Explore mixed-media blocks - collagraphs.</p>	<p>In upper KS2, children will have more opportunity to make their own printing blocks and tiles. To design own pattern and use to make into a block print. To know how to overlay colours.</p> <p>To examine William Morris: Analyse natural and manmade shape and pattern.</p>	<p>In upper KS2, children will have more opportunity to make their own printing blocks and tiles. To design own pattern and use to make into a block print. To know how to overlay colours.</p> <p>To examine William Morris: Analyse natural and manmade shape and pattern. To develop ideas from a range of sources. To know positive and negative shapes.</p>
<p style="text-align: center;">PRINTING</p> <p style="text-align: center;">Disciplinary Knowledge and Skills</p>	<p>Children use a variety of printing blocks eg. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>Children will use more than one colour layer in a print. Make their own printing blocks. Make repeated patterns with increasing precision.</p>	<p>Children use a variety of printing blocks eg. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>Children will use more than one colour layer in a print. Make their own printing blocks. Make repeated patterns with increasing precision. Cut and reorganise finished prints. Combine prints with other media to make more textured.</p>	<p>They now reflect on their colour choice for prints and develop their accuracy with patterns. They develop techniques in mono, block and relief printing. Print on to fabric or colour washed backgrounds. Make more designs that are elaborate and use different colours. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p>	<p>They now reflect on their colour choice for prints and develop their accuracy with patterns. They develop techniques in mono, block and relief printing. Create intricate printing patterns by simplifying and modifying sketchbook designs. Ability to choose appropriate tools, materials and methods for working. Make 2 colour prints using block printing.</p>



Building Tomorrow, Leading the Way



	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KEY VOCABULARY	<i>Tertiary colour, dark and light, hot and cold, colours, straight line, wavy line, smudged line, shades, tones, collage, overlap, tessellate, relief printing, stencils, foreground, background, blend</i>		<i>Tone, shade, dark and light, hot and cold, positive and negative space. Contrast, perspective, composition, reflection, vanishing point,</i>	
Theoretical Knowledge Artists/ sculptors/ designers To know about great artists, craft makers and designers in history	<p>Children will observe and discuss a range of artworks and make annotations. They will use their knowledge and understanding of artwork to inspire their own artwork. They will be developing a knowledge of the elements of art and start to discuss how these have been used in a variety of artworks.</p> <p>Children express and opinion on the work of famous artists and discuss the development of their art skills and the art techniques they have used.</p> <p>Children will be able to describe the emotions a piece of art brings about.</p> <p>They will be increasingly familiar with the elements of art and take part in discussion on how these have been used by the artist.</p> <p>Children will begin to discuss how certain artists impacted the world and art traditions. Artists covered: Cycle 1:</p> <ul style="list-style-type: none"> • Giuseppe Arcimbaldo • Ancient Greeks • Wassily Kandinsky Cycle 2 <ul style="list-style-type: none"> • Rene Magritte • Antony Gormley 		<p>Children will observe and discuss a range of artworks and make detailed annotations. They will use their knowledge and understanding of artwork to adapt and make their own artwork.</p> <p>Children will be able to look at and describe what they can see and what they think about a variety of artwork.</p> <p>They will be familiar with the different elements of art and will take part in discussion on how these have been used by the artist to make an impact on the observer.</p> <p>Children will be able to describe how a piece of art makes them feel, making justifications</p> <p>Children will be able to discuss how artists, craftspeople and designers impacted the world and art traditions.</p> <p>Artists covered: Cycle 1:</p> <ul style="list-style-type: none"> • Vincent Van Gogh • William Morris Cycle 2 <ul style="list-style-type: none"> • Mark Rothko • Ancient Egyptians 	