

Drawing								
Unit	3		4		5		6	
	Growing Artists		Power Prints		I Need Space		Make My Voice Heard	
Key Vocabulary	abstract	gestural	abstract	observational			aesthetic	interpretation
	arrangement	grip	block print	drawing			audience	mark making
	blend	light	collaborate	parallel	cold war	printing plate	character traits	Maya
	botanical	line	collaboratively	pattern	collagraph	printmaking	chiaroscuro	Mayan
	botanist	magnified	collage	precision	collagraphy	process	commissioned	mural
	composition	organic	combine	printmaking	composition	propaganda	composition	representative
	cut	object	composition	proportion	culture	purpose	expressive	street art
	dark	pressure	contrast	shading	decision	repetition	graffiti	symbol
	even	rubbing	cross-hatching	shadow	develop	Retrofuturism	guerilla	symbolic
	expressive	scale	figurative	symmetry	evaluate	revisit	imagery	technique
	form	scientific	gradient	three dimensional	futuristic	space race	impact	tonal
	frame	shading	hatching	(3D)	imagery	stimulus	tone	
	frottage	shape	highlight	tone	technique			
	geometric	smooth	mixed media	viewfinder				
	tear	surface	monoprint	wax-resist				
	texture	tone						
	viewfinder	tool						

Formal Elements	<ul style="list-style-type: none"> • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Line: Using different tools or using the same tool in different ways can create different types of lines. • Pattern: Surface rubbings can be used to add or make patterns. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Tone: That 'tone' in art means 'light and dark'. <ul style="list-style-type: none"> ○ Shading helps make drawn objects look realistic. ○ Some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. ○ Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> • Shape: How to use basic shapes to form more complex shapes and patterns. • Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. • Pattern: Patterns can be irregular and change in ways you wouldn't expect. 	<ul style="list-style-type: none"> • Shape: Shapes can be used to place the key elements in a composition. • Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. • Texture: How to create texture on different materials. 	<ul style="list-style-type: none"> • Colour: A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
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Skills

National Curriculum Subject Content	Generating Ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Using sketchbook	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge of artists</p>	<ul style="list-style-type: none"> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. 	<ul style="list-style-type: none"> Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Use subject vocabulary confidently to describe and compare creative works. 	<ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. 	<ul style="list-style-type: none"> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating and analysing</p>	<ul style="list-style-type: none"> Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. 	<ul style="list-style-type: none"> Use more complex vocabulary when discussing their own and others' art. Artists evaluate what they make, and talking about art is one way to do this. 	<ul style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<ul style="list-style-type: none"> Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Making Skills</p>	<ul style="list-style-type: none"> Use shapes identified within objects as a method to draw. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Create abstract compositions to draw more expressively. 	<ul style="list-style-type: none"> Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. 	<ul style="list-style-type: none"> Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge 	<ul style="list-style-type: none"> Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.

			<ul style="list-style-type: none"> • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. 		
...in order to:					
	<ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining media for effect. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. • Work in a sustained way over several sessions to complete a piece. 	
Links to KS3 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. • To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • To use a range of techniques and media, including painting • To increase their proficiency in the handling of different materials • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 				

Painting														
		3	4	5	6									
Unit	Prehistoric painting		Light and dark		Portraits	Artist study								
Key Vocabulary	charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone		abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making tint vivid		muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture three dimensional (3D)		art medium atmosphere background carbon paper collage composition continuous line drawing self-portrait texture transfer		evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research		abstract analyse artist compose compositions convey evaluation inference translate thought-provoking		interpret justify meaning medium mixed media narrative respond tableau technique	
Formal Elements	<ul style="list-style-type: none"> • Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. • Shape: Negative shapes show the space around and between objects. • Line: Using different tools or using the same tool in different ways can create different types of lines. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. 		<ul style="list-style-type: none"> • Colour: Adding black to a colour creates a shade and adding white to a colour creates a tint. • Form: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork. 		<ul style="list-style-type: none"> • Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. • Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • Tone: Tone can help show the foreground and background in an artwork. 		<ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. 							

National Curriculum Subject Content	Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Using sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
	Knowledge of artists	<ul style="list-style-type: none"> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. 	<ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. 	<ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. 	<ul style="list-style-type: none"> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
	Evaluating and analysing	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. 	<ul style="list-style-type: none"> Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process. 	<ul style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<ul style="list-style-type: none"> Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
	Making Skills	<ul style="list-style-type: none"> Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. Paint on a rough surface. Make a negative and positive image. 	<ul style="list-style-type: none"> Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. 	<ul style="list-style-type: none"> Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. 	<ul style="list-style-type: none"> How to use sketchbooks to research and present information. How to develop ideas into a plan for a final piece. How to make a personal response to the artwork of another artist.

KS2 Progression of Skills and Knowledge in Art & Design

		<ul style="list-style-type: none"> • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours. 	<ul style="list-style-type: none"> • Apply paint using different techniques e.g. stippling, dabbing, and washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas. 	<ul style="list-style-type: none"> • How to use different methods to analyse artwork such as drama, discussion and questioning.
...in order to:					
		<ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining media for effect. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
Links to KS3 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. • To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • To use a range of techniques and media, including painting • To increase their proficiency in the handling of different materials • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 				

Sculpture and 3D					
Unit	3	4	5	6	
	Abstract Shape	Mega Materials	Interactive Installation	Making Memories	
Key Vocabulary	abstract found objects negative space positive space sculptor sculpture structure three-dimensional	abstract carving ceramics figurative form found objects hollow join mesh model organic shape pliers quarry sculpture secure surface template texture three-dimensional (3D) tone two-dimensional (2D) typography visualisation weaving welding	analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art	interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional	assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation sculpture self symbolic tradition

Formal Elements	<ul style="list-style-type: none"> • Colour: Using light and dark colours next to each other creates contrast. • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract. • Shape: Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art. 	<ul style="list-style-type: none"> • Form: Simple 3D forms can be made by creating layers, by folding and rolling materials. 	<ul style="list-style-type: none"> • Form: An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. The size and scale of three-dimensional artwork change the effect of the piece. 	<ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
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Skills

National Curriculum Subject Content	Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Using sketchbook	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process	Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
	Knowledge of artists	<ul style="list-style-type: none"> • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. 	<ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make. 	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. 	<ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical

				<ul style="list-style-type: none"> • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. 	<p>context may have influenced their creative work.</p> <ul style="list-style-type: none"> • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
Evaluating and analysing	<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. 	<ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. • Discuss art, considering how it can affect the lives of the viewers or users of the piece. 	<ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Understand that Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. 	
Making Skills	<ul style="list-style-type: none"> • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways e.g. rolling, folding and choose the 	<ul style="list-style-type: none"> • Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. 	<ul style="list-style-type: none"> • Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. 	<ul style="list-style-type: none"> • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. 	

		<p>best way to recreate a drawn idea.</p> <ul style="list-style-type: none"> Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card e.g. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture. Display sculpture. 	<ul style="list-style-type: none"> Create a neat line in wire by cutting and twisting the end onto the main piece. Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to display a 3D piece and choose the most effective 	<ul style="list-style-type: none"> Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display. 	<ul style="list-style-type: none"> Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.
...in order to:					
		<ul style="list-style-type: none"> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<ul style="list-style-type: none"> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form 	<ul style="list-style-type: none"> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
Links to KS3 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. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 				

Craft and design								
Unit	3		4		5		6	
	Ancient Egyptian scrolls		Fabric of Nature		Architecture		n/a	
Key Vocabulary	ancient audience civilisation colour composition convey design Egyptian fold imagery layout	material painting papyrus pattern process scale scroll sculpture shape technique zine	batik colour palette craft craftsperson design develop designer imagery industry theme	inspiration mood board organic pattern repeat repeating rainforest symmetrical texture	abstract annotate architect architectural architecture birds eye view built environment commemorate composition crop design	design brief design intention viewfinder pressure proportion elevation evaluate external form futuristic individuality	interpret legacy literal monoprint monument observational drawing organic perspective style symbolism	
Formal Elements	<ul style="list-style-type: none"> Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). 		<ul style="list-style-type: none"> Shape: How to use basic shapes to form more complex shapes and patterns. Pattern: Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface. Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. 		<ul style="list-style-type: none"> Shape: Shapes can be used to place the key elements in a composition. Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. 			

National Curriculum	Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	
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Using sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
Knowledge of artists	<ul style="list-style-type: none"> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. • Consider how to display art work, understanding how artists consider their viewer and the impact on them. 	<ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Work as a professional designer does by collating ideas to generate a theme. 	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer.
Evaluating and analysing	<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. 	<ul style="list-style-type: none"> • Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.
Making Skills	<ul style="list-style-type: none"> • Layer materials in opposite directions make the handmade paper stronger. • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. 	<ul style="list-style-type: none"> • Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to docs on colours and texture. • Develop observational drawings into shapes and pattern for design. 	<ul style="list-style-type: none"> • Make an observational drawing of a house. • Use shapes and measuring as methods to draw accurate proportions. • Select a small section of a drawing to use as a print design. • Develop drawings further to use as a design for print. • Design a building that fits a specific brief. • Draw an idea in the style of an architect that is annotated to explain key features.

KS2 Progression of Skills and Knowledge in Art & Design

		<ul style="list-style-type: none"> • Make a scroll. • Make a zine. • Use a zine to present information. 	<ul style="list-style-type: none"> • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece 	<ul style="list-style-type: none"> • Draw from different views, such as a front or side elevation. • Use sketchbooks to research and present information about an artist. • Interpret an idea in into a design for a structure 	
...in order to:					
		<ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose 	<ul style="list-style-type: none"> • Use growing knowledge of different materials, combining media for effect. • Use more complex techniques to shape and join materials, such as carving and modelling wire. 	<ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	
Links to KS3 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. • To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • To use a range of techniques and media, including painting • To increase their proficiency in the handling of different materials • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 				