



# Progression of Skills by Year Group

Subject/Area: Art

	Nursery Art Objectives	Reception Art Objectives	Reception ELG's
	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> <li>• Explore colour and colour-mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>

		Year One	Year Two	Year Three	Year Four
Inspiring Artists		<b>Andy Goldsworthy</b> <b>Ashley Jackson</b> <b>Jan Griffier</b> <b>Ndebele Art</b> <b>Barbara Hepworth</b>	<b>Andy Goldsworthy</b> <b>Ashley Jackson</b> <b>Jan Griffier</b> <b>Ndebele Art</b> <b>Barbara Hepworth</b>	<b>Di Vinci</b> <b>Matisse</b> <b>Gaudi</b> <b>David Shepherd</b> <b>Henry Rousseau</b> <b>Picasso</b>	<b>Di Vinci</b> <b>Matisse</b> <b>Gaudi</b> <b>David Shepherd</b> <b>Henry Rousseau</b> <b>Picasso</b>
Generating Ideas		<p>Begin to understand how to use ideas and starting points.</p> <p>Begin to collect visual information.</p> <p>Begin to explore different methods and materials as ideas develop.</p>	<p>Develop responses to ideas and starting points.</p> <p>Explore own ideas and those of other artists and collect visual information to support this.</p> <p>Investigate a wider variety of methods and materials as ideas progress.</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas.</p> <p>Explore ideas in a variety of ways.</p> <p>Begin to develop a visual language when discussing art.</p>	<p>Use starting points to expand upon initial ideas about art focus.</p> <p>Gather and use information from a wide range of resources.</p> <p>Continue to improve and expand ideas as they progress.</p> <p>Use different approaches to investigate thought processes.</p> <p>Comment on artworks using a growing visual language.</p>

Mastering Techniques	Drawing	<p>Express our thoughts and feelings through drawing.</p> <p>Draw lines of different shapes and thickness, using different grades of pencil.</p> <p>Interpret an object through drawing.</p>	<p>Express our thoughts and feelings through drawing.</p> <p>Draw lines of different shapes and thickness, using different grades of pencil and the reasons why.</p> <p>Use charcoal and pastels to create different drawing styles</p> <p>Interpret an object through drawing, using a viewfinder to observe closely.</p>	<p>I can use sketches to develop a final piece of work</p> <p>I can use drawing as a tool to express an idea</p> <p>I can use different shading techniques to give depth to a drawing</p> <p>I can use different shading techniques to create texture in a drawing</p>	<p>I will experiment with drawing techniques to support their observations</p> <p>I will create a sense of distances and proportion in a drawing.</p> <p>I will use experimental drawing techniques to create atmosphere in a drawing.</p> <p>I will explain why they have chosen specific materials to draw with</p>

	<p><b><u>Cycle A</u></b>  <b>Topic - <u>Landscapes</u></b>  <b>Skill - pencils. Shapes</b>  <b>Artist - Ashley Jackson</b></p> <p><b><u>Cycle B</u></b>  <b>Topic - <u>Cityscapes</u></b>  <b>Skill - Pastels, shapes</b>  <b>Artist-Jan Griffier</b></p> <p><b>Topic - <u>Ndebele Art</u></b>  <b>Skill - pencils, pastels</b></p>	<p><b><u>Cycle A</u></b>  <b>Topic - <u>Landscapes</u></b>  <b>Skill - pencils. Shapes</b>  <b>Artist - Ashley Jackson</b></p> <p><b><u>Cycle B</u></b>  <b>Topic - <u>Cityscapes</u></b>  <b>Skill - Pastels, shapes</b>  <b>Artist-Jan Griffier</b></p> <p><b>Topic - <u>Ndebele Art</u></b>  <b>Skill - pencils, pastels</b></p>	<p><b><u>Cycle A</u></b>  <b>Topic - <u>Anglo Saxon and Vikings</u></b>  <b>Art Skill - Sketching</b>  <b>Final Outcome - Dragon eye</b>  <b>Artist focus: Leonardo Da Vinci</b></p> <p><b><u>Cycle A</u></b>  <b>Topic - <u>Anglo Saxon and Vikings</u></b>  <b>Art Skill - Sketching using charcoal</b>  <b>Final Outcome - portrait of a warrior</b>  <b>Artist focus - Leonardo Da Vinci</b></p> <p><b><u>Cycle B</u></b>  <b>Topic - <u>Rainforest</u></b>  <b>Art Skill - Sketching</b>  <b>Final Outcome - Sketching a picture of a tiger in a storm</b>  <b>Artist Focus - Henry Rousseau</b></p>	<p><b><u>Cycle A</u></b>  <b>Topic - <u>Anglo Saxon and Vikings</u></b>  <b>Art Skill - Sketching</b>  <b>Final Outcome - Dragon eye</b>  <b>Artist focus: Leonardo Da Vinci</b></p> <p><b><u>Cycle A</u></b>  <b>Topic - <u>Anglo Saxon and Vikings</u></b>  <b>Art Skill - Sketching using charcoal</b>  <b>Final Outcome - portrait of a warrior</b>  <b>Artist focus - Leonardo Da Vinci</b></p> <p><b><u>Cycle B</u></b>  <b>Topic - <u>Rainforest</u></b>  <b>Art Skill - Sketching</b>  <b>Final Outcome - Sketching a picture of a tiger in a storm</b>  <b>Artist Focus - Henry Rousseau</b></p>
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Painting	Express our feelings through painting.	Express our feelings through painting.	I can mix a range of colour in the colour wheel	I will understand the different properties of the different types of paint
	Interpret an object through painting.	Interpret an object through painting.	I can identify what colours work well together	I will create mood in a painting
	Have a basic understanding of primary, secondary and tertiary colours.	Have a basic understanding of primary, secondary colours	I can create a background using a wash	I will use shade to create depth in a painting
	Name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades.	Experiment with watercolours.	I can use a range of brushes to create different effects	
			Have a basic understanding of Primary, Secondary and Tertiary colours	

Final outcomes	<p><b><u>Cycle A</u></b>  <b>Topic - <u>landscapes</u></b>  <b>Skill - watercolour</b>  <b>Artist -Ashley Jackson</b></p> <p><b>Topic - <u>Aboriginal art</u></b>  <b>Skill - painting</b></p> <p><b><u>Cycle B</u></b>  <b>Topic - <u>Landscapes - silhouettes</u></b>  <b>Skill - ready mixed paint</b>  <b>Artist - Jan Griffier</b></p>	<p><b><u>Cycle A</u></b>  <b>Topic - <u>landscapes</u></b>  <b>Skill - watercolour</b>  <b>Artist -Ashley Jackson</b></p> <p><b>Topic - <u>Aboriginal art</u></b>  <b>Skill - painting</b></p> <p><b><u>Cycle B</u></b>  <b>Topic - <u>Landscapes - silhouettes</u></b>  <b>Skill - ready mixed paint</b>  <b>Artist - Jan Griffier</b></p>	<p><b><u>Cycle A</u></b>  <b><u>Topic - India</u></b>  <b>Art Skill</b> – Painting, mixed media  <b>Final outcome</b> – Painted elephant  <b>Artist focus</b> – Matisse</p> <p><b><u>Cycle B</u></b>  <b><u>Topic – Ancient Egypt</u></b>  <b>Art Skill</b> – Painting and Sculpture  <b>Final Outcome</b> – Sculpting and painting a canopic jar  <b>Artist Focus</b> – David Shepherd</p> <p><b><u>Topic – Stone Age</u></b>  <b>Art Skill</b> – Painting and mixed media  <b>Final Outcome</b> – Cave art inspired by Stonehenge (Collaborative art)  <b>Artist Focus</b> - Picasso</p>	<p><b><u>Cycle A</u></b>  <b><u>Topic - India</u></b>  <b>Art Skill</b> – Painting, mixed media  <b>Final outcome</b> – Painted elephant  <b>Artist focus</b> – Matisse</p> <p><b><u>Cycle B</u></b>  <b><u>Topic – Ancient Egypt</u></b>  <b>Art Skill</b> – Painting and Sculpture  <b>Final Outcome</b> – Sculpting and painting a canopic jar  <b>Artist Focus</b> – David Shepherd</p> <p><b><u>Topic – Stone Age</u></b>  <b>Art Skill</b> – Painting and mixed media  <b>Final Outcome</b> – Cave art inspired by Stonehenge (Collaborative Art)  <b>Artist Focus</b> - Picasso</p>
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Collage	<p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can: use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials.</p>	<p>To become proficient in other art, craft and design techniques – collage.</p> <p>Use different types of media to embellish and add details onto my collage and explain what effect this has.</p>	<p>I can overlap materials</p> <p>I can use collage as a tool to develop a piece of mixed media</p> <p>I can use collage to create a mood board of ideas</p>	<p>I will overlap materials</p> <p>I will use collage as a tool to develop a piece in mixed media</p> <p>I will use collage to create a mood board of ideas</p>
Final Outcome	<p><b><u>Cycle A</u></b> <b>Topic – <u>Natural collage</u></b> <b>Skill – collage</b> <b>Artist – Andy Goldsworthy</b></p> <p><b><u>Cycle B</u></b> <b>Topic - <u>Animal face collage</u></b> <b>Skill – Collage, mixed media</b> <b>Artist - Art room</b></p>	<p><b><u>Cycle A</u></b> <b>Topic – <u>Natural collage</u></b> <b>Skill – collage</b> <b>Artist – Andy Goldsworthy</b></p> <p><b><u>Cycle B</u></b> <b>Topic - <u>Animal face collage</u></b> <b>Skill – Collage, mixed media</b> <b>Artist - Art room</b></p>	<p><b><u>Cycle A</u></b> <b><u>Topic – Romans</u></b> <b>Art Skill – Collage</b> <b>Final Outcome – Mosaics</b> <b>Artist Focus - Antoni Gaudi</b></p>	<p><b><u>Cycle A</u></b> <b><u>Topic – Romans</u></b> <b>Art Skill – Collage</b> <b>Final Outcome – Mosaics</b> <b>Artist Focus - Antoni Gaudi</b></p>

3D/Sculpture	<p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can: use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture.</p>	<p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Use bonding techniques to attach different parts to a sculpture.</p> <p>Apply a smooth surface to a sculptural form.</p> <p>Add line and shape to my work.</p>	<p>I can add layers onto my work to create texture and shape</p> <p>I can work collaboratively to create a large sculptural form</p>	<p>I will experiment and combine materials and processes to design and make 3d form</p> <p>I will take a 2D drawing into a 3d form</p> <p>I will shape using a variety of mouldable materials</p>
	Final Outcome	<p><b>Cycle A</b> <b>Topic – Natural Collage</b> <b>Skill – collage</b> <b>Artist – Andy Goldsworthy</b></p> <p><b>Cycle B</b> <b>Topic - family sculpture</b> <b>Skill – Clay</b> <b>Artist - Barbara Hepworth</b></p>	<p><b>Cycle A</b> <b>Topic – Natural Collage</b> <b>Skill – collage</b> <b>Artist – Andy Goldsworthy</b></p> <p><b>Cycle B</b> <b>Topic - family sculpture</b> <b>Skill – Clay</b> <b>Artist - Barbara Hepworth</b></p>	<p><b>Cycle A</b> <b>Topic - Vikings</b> <b>Art Skill</b> – 3D, texture, patterns and shape <b>Final outcome</b> – Dragon eyes and 3D Saxon Crosses <b>Artist focus</b> – Da Vinci</p> <p><b>Cycle B</b> <b>Topic – Ancient Egypt</b> <b>Art Skill</b> – Painting and Sculpture <b>Final Outcome</b> – Sculpting and painting a canopic jar <b>Artist Focus</b> – David Shepherd</p>



Printing	<p>To become proficient in other art, craft and design techniques printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can: copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p>	<p>To become proficient in other art, craft and design techniques printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Create a repeating print using everyday objects.</p>	<p>I can experiment with layered printing using two colours or more</p> <p>I can understand how printing can be used to make numerous designs</p> <p>I can transfer a drawing into a print</p>	<p>I will explore a variety of printing techniques</p> <p>I will create an accurate print design</p> <p>I will use printmaking as a tool with other medias to develop a final outcome</p>
	<p><b>Cycle B</b> <b>Topic - Cityscapes</b> <b>Skill – Printing, pastels</b> <b>Artist- Jan Griffier</b></p>	<p><b>Cycle B</b> <b>Topic - Cityscapes</b> <b>Skill – Printing, pastels</b> <b>Artist- Jan Griffier</b></p>	<p><b>Cycle A</b> <b>Topic – India</b> <b>Skill – 2 colour printing and sculpture of an Indian elephant</b> <b>Artist - Matisse</b></p>	<p><b>Cycle A</b> <b>Topic – India</b> <b>Skill – 2 colour printing and sculpture of an Indian elephant</b> <b>Artist - Matisse</b></p>
	<p>Use a simple painting programme to paint a picture. Recognise different tools and how to use them. Edit our pictures.</p>	<p>Use a simple painting programme to paint a picture. Recognise different tools and how to use them. Edit our pictures. Use simple IT mark making tools such as brush or pen.</p> <p>Change photographic images on a computer.</p>	<p>I can combine digital images and other media</p> <p>I can use IT programs to create a piece of work that includes my own work and that of others (using web)</p> <p>I can use the web to research an artist or style of art</p>	<p>I will present a collection of their work on a slideshow</p> <p>I will create a piece of art which includes the integration of digital images they have taken</p> <p>I will combine graphics and text based on their research</p>

				<p align="center"><b>Cycle A</b> <b>Topic - Romans</b></p> <p><b>Art Skill</b> – Collage and digital art</p> <p><b>Final outcome</b> – Photographing texts to use for collage and mosaic</p> <p><b>Artist focus</b> – Antoni Gaudi</p>	<p align="center"><b>Cycle A</b> <b>Topic - Romans</b></p> <p><b>Art Skill</b> – Collage and digital art</p> <p><b>Final outcome</b> – Photographing texts to use for collage and mosaic</p> <p><b>Artist focus</b> – Antoni Gaudi</p>
	Knowledge	<p>To understand the work of 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.</p> <p>Children can: describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare.</p>	<p>To understand the work of 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.</p> <p>Children can: describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare.</p>	<p>I can compare the work of different artists</p> <p>I can explore work from other cultures</p> <p>I can communicate what I feel the artist is trying to express in my work</p> <p>I can communicate what I am trying to express in my own work</p>	<p>I will compare the work of different artists</p> <p>I will explore the work from other cultures</p> <p>I will see how art can change over time</p> <p>I will communicate what they feel an artist is trying to express in their work</p> <p>I will communicate what they are trying to express un their own work</p>

Vocabulary

**Drawing** - portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

**Painting** - primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

**Printing** - colour, shape, printing, printmaking, woodcut, relief printing, objects.

**Sculpture** - sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.

**Collage** - collage, squares, gaps, mosaic, features, cut, place, arrange.

**Drawing** - portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

**Painting** - primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

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**Sculpture** - sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.

**Collage** - collage, squares, gaps, mosaic, features, cut, place, arrange.

**Drawing** - shading techniques, distance, perspective, depth, shadows, highlights, foreground, middle ground, proportion, self-portrait, expression, enlarge, scale

**Painting** - details, fine lines, strokes, colour wheel, tertiary colours, pop art, impressionist, monochromatic, warm colour palette, cold colour palette.

**Textiles** - detail, embellish, representational, visual

**Drawing** - shading techniques, distance, perspective, depth, shadows, highlights, foreground, middle ground, proportion, self-portrait, expression, enlarge, scale

**Painting** - details, fine lines, strokes, colour wheel, tertiary colours, pop art, impressionist, monochromatic, warm colour palette, cold colour palette

**Textiles** - detail, embellish, representational, visual

Evaluation	<p>Show interest in and describe what they think about the work of others</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Begin to take photographs and use digital media</p>	<p>Show interest in and describe what they think about the work of others</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.</p> <p>Begin to take photographs and use digital media as a way to re-see work</p> <p>When looking at creative work express clear preferences and give some reasons</p>	<p>Begin to reflect upon their work during the creative process.</p> <p>Look to the work of peers to identify how to feed their own work.</p>	<p>Reflect regularly upon their work, as they progress through the creative process</p> <p>Look to the work of others- pupils and artists to identify how to develop their own work</p>

		Year Five	Year Six
Inspiring Artists		<b>LS Lowry</b> <b>Esther Mahlangu</b> <b>Yinka Shonibare</b> <b>Magdalen Odundo</b> <b>Henry Moore</b> <b>James Rizzi</b> <b>William Morris</b> <b>Charles Darwin</b> <b>Hockney</b> <b>Picasso</b> <b>Georges Seurat</b>	<b>LS Lowry</b> <b>Esther Mahlangu</b> <b>Yinka Shonibare</b> <b>Magdalen Odundo</b> <b>Henry Moore</b> <b>James Rizzi</b> <b>William Morris</b> <b>Charles Darwin</b> <b>Banksy</b> <b>Picasso</b> <b>Georges Seurat</b>
Generating Ideas		<p>Develop and extend ideas from initial art focus.</p> <p>Accumulate information, sketches and resources and present ideas in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Be able to recognise potential in unexpected results.</p> <p>Be able to draw upon a wide range of art vocabulary when commenting on artworks.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Use sketchbooks to present information, sketches, resources and thought processes imaginatively.</p> <p>Confidently use and develop ideas with a sound knowledge of the materials used.</p> <p>Know and understand the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>

<b>Mastering Techniques</b>	<b>Drawing</b>	<p>I will experiment with drawing techniques to support their observations.</p> <p>I will create a sense of distances and proportion in drawing.</p> <p>I will use line to create movement in their drawing.</p> <p>I will understand how drawing skills can support other medias.</p> <p>I will develop a series of drawings that explore a theme.</p> <p>I will explain why they have chosen specific materials to draw with.</p>	<p>I will communicate ideas and convey a sense of style</p> <p>I will show a strong understanding of shading techniques to create depth and tone</p> <p>I will apply different techniques to support outcomes</p> <p>I will create accurate and experimental drawings</p> <p>I will explain why I have chosen different techniques</p>
	<b>Final Outcome</b>	<p style="text-align: center;"><b><u>Cycle A</u></b></p> <p style="text-align: center;">Topic - <b><u>Africa</u></b>- Ndebele art Artist - Esther Mahlangu -</p> <p style="text-align: center;">Topic - <b><u>Industrial Victorian Art</u></b></p> <p style="text-align: center;">Skill - Perspective and a vanishing point to create 3-dimensional city scenes Artist - inspired by Lowry</p> <p style="text-align: center;"><b><u>Cycle B</u></b></p> <p style="text-align: center;">Topic - <b><u>Blitz underground</u></b> Artist - Henry Moore</p>	<p style="text-align: center;"><b><u>Cycle A</u></b></p> <p style="text-align: center;">Topic - <b><u>Africa</u></b>- Ndebele art Artist - Esther Mahlangu -</p> <p style="text-align: center;">Topic - <b><u>Industrial Victorian Art</u></b></p> <p style="text-align: center;">Skill - Perspective and a vanishing point to create 3-dimensional city scenes Artist - inspired by Lowry</p> <p style="text-align: center;"><b><u>Cycle B</u></b></p> <p style="text-align: center;">Topic - <b><u>Blitz underground</u></b> Artist - Henry Moore</p>

Painting	<p>I will understand the different properties of the different types of paint.</p> <p>I will create a range of shades using different kinds of paints.</p> <p>I will create mood in a painting.</p> <p>I will use shade to create depth in a painting.</p> <p>I will identify different painting styles and how these have influenced artists who are influenced by these styles over time.</p>	<p>I will show an understanding of the different properties of paint</p> <p>I will create a range of shades using different types of paint</p> <p>I will create mood in my paintings</p> <p>I will shade to create depth in painting</p> <p>I will identify different painting styles and which artists have influenced this over time.</p>
Final Outcome	<p style="text-align: center;"><b><u>Cycle A</u></b>  Topic - <b><u>Africa</u></b>- Ndebele art  Artist - Esther Mahlangu -</p> <p style="text-align: center;">Topic - <b><u>Industrial Victorian Art</u></b>  Skill - Perspective and a vanishing point to create 3-dimensional city scenes  Artist - inspired by Lowry</p> <p style="text-align: center;">Topic - <b><u>3-dimensional fossil picture</u></b>  Skill – observational drawing</p> <p style="text-align: center;"><b><u>Cycle B</u></b>  Topic - <b><u>Landscapes</u></b>  Skill - Contemporary Pop art  Artist - James Rizzi</p>	<p style="text-align: center;"><b><u>Cycle A</u></b>  Topic - <b><u>Africa</u></b>- Ndebele art  Artist - Esther Mahlangu -</p> <p style="text-align: center;">Topic - <b><u>Industrial Victorian Art</u></b>  Skill - Perspective and a vanishing point to create 3-dimensional city scenes  Artist - inspired by Lowry</p> <p style="text-align: center;">Topic - <b><u>3-dimensional fossil picture</u></b>  Skill – observational drawing</p> <p style="text-align: center;"><b><u>Cycle B</u></b>  Topic - <b><u>Landscapes</u></b>  Skill - Contemporary Pop art  Artist - James Rizzi</p>
Collage	<p>I will overlap materials to build an image.</p> <p>I will use collage as a tool to develop a piece in mixed media.</p> <p>I will use collage to create a mood board of ideas.</p> <p>I will combine pattern, tone and shape in collage</p>	<p>I will justify the materials that I have chosen</p> <p>I will combine patterns, tone and shape</p> <p>I will use collage tools as part of mixed media product</p>

Final Outcome	<p><b>Cycle A</b> Topic - <b><u>African Art</u></b> Skill - Collage Artist - Yinka Shonibare</p> <p>Topic - <b><u>3-dimensional fossil picture</u></b> Skill – observational drawing</p> <p><b>Cycle B</b> Topic - <b><u>Olympic collage</u></b> Skill - collage</p>	<p><b>Cycle A</b> Topic - <b><u>African Art</u></b> Skill - Collage Artist - Yinka Shonibare</p> <p>Topic - <b><u>3-dimensional fossil picture</u></b> Skill – observational drawing</p> <p><b>Cycle B</b> Topic - <b><u>Olympic collage</u></b> Skill - collage</p>
3D/Sculpture	<p>I will experiment and combine materials and processes to design and make 3D form.</p> <p>I will take a 2D drawing into a 3D form.</p> <p>I will shape using a variety of mouldable materials. I will interpret an object in a 3D form.</p>	<p>I will create models on a range of scales</p> <p>I will create work which is open to interpretation</p> <p>I will create both visual and tactile elements</p>
Final Outcome	<p><b>Cycle A</b> Topic - <b><u>3-dimensional fossil picture</u></b> Skill – observational drawing</p> <p><b>Cycle B</b> Topic - <b><u>Blitz underground</u></b> Artist - Henry Moore</p> <p><b>Topic - <u>Make Greek inspired pots</u></b> Skill – clay, sculpture Artist - inspired by Magdalen Odundo.</p>	<p><b>Cycle A</b> Topic - <b><u>3-dimensional fossil picture</u></b> Skill – observational drawing</p> <p><b>Cycle B</b> Topic - <b><u>Blitz underground</u></b> Artist - Henry Moore</p> <p><b>Topic - <u>Make Greek inspired pots</u></b> Skill – clay, sculpture Artist - inspired by Magdalen Odundo.</p>
Printing	<p>I will print using a range of materials.</p> <p>I will create an accurate print that reflects a theme or idea.</p> <p>I will make links with printmaking and other medias to help develop their work</p>	<p>I will print using different colours</p> <p>I will identify different printing methods and their effectiveness</p> <p>I will create positive and negative prints</p>



Final Outcome	<p><b>Cycle A</b>  Topic - <b>Batik – Africa</b>  Skill – wax melting, Ankara design  Artist - Yinka Shonibare</p> <p>Topic - <b>2-colour printing</b>  Skill – printing  Artist - William Morris Victorians</p> <p>Topic - <b>3-dimensional fossil picture</b>  Skill – observational drawing</p>	<p><b>Cycle A</b>  Topic - <b>Batik – Africa</b>  Skill – wax melting, Ankara design  Artist - Yinka Shonibare</p> <p>Topic - <b>2-colour printing</b>  Skill – printing  Artist - William Morris Victorians</p> <p>Topic - <b>3-dimensional fossil picture</b>  Skill – observational drawing</p>
	<p>Digital</p> <p>I will create a piece of artwork which includes the integration of digital images they have taken.</p> <p>I will combine graphics and text based on their research.</p> <p>I will scan images and take digital photos, and use software to alter them or adapt them. I will create digital images with animation, video and sound to communicate their ideas.</p>	<p>I will use software packages to create pieces of digital art</p> <p>I will create a piece of art which can be used in a wider representation</p>
Final Outcome	<p><b>Cycle A</b>  Topic - <b>3-dimensional fossil picture</b>  Skill – observational drawing</p> <p><b>Cycle B</b>  Topic - <b>Blitz underground</b>  Artist - Henry Moore</p>	<p><b>Cycle A</b>  Topic - <b>3-dimensional fossil picture</b>  Skill – observational drawing</p> <p><b>Cycle B</b>  Topic - <b>Blitz underground</b>  Artist - Henry Moore</p>

	<b>Knowledge</b>	<p>I will experiment with different styles which artists have used.</p> <p>I will learn about the work of others by looking at their work in books, the internet, visits to galleries and sharing ideas as a class.</p> <p>I will critic other's work as a way of developing and supporting each other's ideas.</p>	<p>I will make a record of the styles and qualities in their pieces</p> <p>I will say what influenced my work</p> <p>I will include technical aspects in my work</p>
	<b>Vocabulary</b>	<p><b>Drawing</b> - negative space, composition, grid method, define</p> <p><b>Painting</b> - influence, balance, glaze, blotting, base colour, build colour, base layer, atmosphere</p> <p><b>Collage</b> - develop, design, plan, draft, relief, bond, composition</p> <p><b>Sculpture</b> - tactile, intricate, high relief, recycled materials</p>	<p><b>Drawing</b> - negative space, composition, grid method, define</p> <p><b>Painting</b> - influence, balance, glaze, blotting, base colour, build colour, base layer, atmosphere</p> <p><b>Collage</b> - develop, design, plan, draft, relief, bond, composition</p> <p><b>Sculpture</b> - tactile, intricate, high relief, recycled materials</p>

<b>Evaluation</b>	<p>Regularly analyse and reflect upon progress taking account of intention</p> <p>Take photographs as a way to re-see work.</p>	<p>Continue to analyse and reflect upon progress considering starting points, intentions and contexts</p> <p>Take photographs and videos and use digital media as a way to re-see work</p> <p>Provide a reasoned evaluation of both their own work and professionals work which consider starting points, intentions and contexts</p>
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