

We speak the language of **Art...**

Texture line  
Mastering technique  
Developing ideas  
Take inspiration from the greats  
tone colour  
pattern

#### By the time they leave pupils will:

- ✦ Produce creative art and design work through: recording first-hand observations and experiences; exploring the work of others and selecting and combining a wide range of ideas and approaches/methods
- ✦ Be proficient in drawing, painting, printing and other art, craft and design techniques
- ✦ Look closely and methodically when analysing a range of creative works
- ✦ Be able to analyse creative works using knowledge and the language of the seven elements of art: line, shape, value, colour, texture, space and form
- ✦ Compare and contrast methods, approaches and techniques in their own and others' work
- ✦ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- ✦ Talk about art and design and be able to give reasons for their views about artists and their work
- ✦ Evaluate creative works using the language of art, craft and design

#### EYFS links

##### **Physical Development**

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

##### **Fine Motor Skills**

Use a range of small tools i.e. paintbrushes

Begin to show accuracy and care when drawing Expressive Arts and Design In Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Return to and build on their previous learning, refining ideas and developing their ability to represent them

Create collaboratively sharing ideas, resources, and skills

##### **Creating with Materials**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used

## Curriculum End Points – Art

The end points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.

### EYFS – Little Wrens





**Physical Development  
Handling**

**Milestone I**

- To use hand-eye coordination to explore and manipulate tools and resources.
- To make random marks with a range of tools – brushes and pencils.

**Milestone II**

- Make more controlled movements with mark-making tools such as lines and circles.
- Hold scissors and open and close them.

**Milestone III**

- Develop pincer grip
- Form some letters from their name with support.
- Use scissors and attempt to cut paper.

**Final Milestone**

- To hold and use a range of tools with a comfortable grip.
- To write most letters from their name accurately.
- Snip with scissors.

### EYFS – Reception Robins

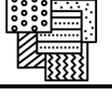
ELG: Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.	
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Year 1			
Develop ideas 	Drawing 	Painting 	Print Making 
Children can.... <ul style="list-style-type: none"> <li>Start to record simple media explorations in a sketch book.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Represent familiar objects by combining shapes;</li> <li>Add detail to artwork;</li> <li>Understand that lines can go in different directions e.g. zig-zags, cross-hatching, waves and begin to develop associated language with this;</li> <li>Explore moving pencil back and forth to improve pencil marks, lines, curves and outlines.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Hold a paintbrush correctly and apply paint with some control;</li> <li>Mix primary colours to make secondary.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Join simple objects together;</li> <li>Fold, crumple, tear and overlap papers;</li> <li>Use joining processes such as tying and gluing.</li> </ul>
3D 	Texture, Pattern, Colour, Line and Tone 	Take inspiration from Other Artists 	
	Children can.... <ul style="list-style-type: none"> <li>Experiment with a range of media, e.g. pencils, rubbers, crayons, pastels, charcoal &amp; chalk;</li> <li>Begin to control the types of marks made with the range of media;</li> <li>Evidence of experimenting with the use of line to create different effects;</li> <li>Draw from observation, combining techniques taught;</li> <li>Use words to describe the mood of their work.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Look at and talk about their own work;</li> <li>Explore the work of a range of artists, craft makers and designers;</li> <li>Say what they like and dislike.</li> </ul>	
Year 2			
Develop ideas 	Drawing 	Painting 	Print Making 
Children can.... <ul style="list-style-type: none"> <li>Use a sketchbook to plan and develop simple ideas;</li> <li>Demonstrate colour mixing, colour wheel textures and patterns in sketch books.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Create dark and light tones using pencils;</li> <li>Draw lines and marks from observation;</li> <li>Demonstrate control over their marks.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Choose and use suitable brushes for the situation;</li> <li>Show an understanding of the colour wheel;</li> <li>Make tints by adding white and tones by adding black;</li> <li>Mix the secondary colours by using the primary colours.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Use equipment correctly to produce a printed image with a range of hard and soft materials;</li> <li>Make simple marks on rollers and printing palettes;</li> <li>Take simple prints.</li> </ul>

<p>3D</p> 	<p>Texture, Pattern, Colour, Line and Tone</p> 	<p>Take inspiration from Other Artists</p> 	
	<p>Children can....</p> <ul style="list-style-type: none"> <li>• Create art works from natural materials to show an awareness of different viewpoints of the same object.</li> </ul>	<p>Children can....</p> <ul style="list-style-type: none"> <li>• Explore and know a growing range of artists and their particular work;</li> <li>• Explain how a piece of art makes them feel.</li> </ul>	

**Year 3**

<p>Develop ideas</p> 	<p>Drawing</p> 	<p>Painting</p> 	<p>Print Making</p> 
<p>Children can....</p> <ul style="list-style-type: none"> <li>• Explore and experiment in their sketchbooks;</li> <li>• Use annotations in sketchbooks to express their feelings, show awareness of techniques used by artists.</li> </ul>	<p>Children can....</p> <ul style="list-style-type: none"> <li>• Begin to show consideration in the choice of pencil grade they use;</li> <li>• Develop patterns/ marks with a variety of media</li> </ul>	<p>Children can....</p> <ul style="list-style-type: none"> <li>• Use a range of brushes to demonstrate increasing control and also a range of effects and textures;</li> <li>• Use light and dark within painting and begin to explore complimentary colours;</li> <li>• Mix colour, shades and tones with increasing confidence;</li> <li>• Understand how to create a background using a wash.</li> </ul>	

<p>3D</p> 	<p>Texture, Pattern, Colour, Line and Tone</p> 	<p>Take inspiration from Other Artists</p> 	
<p>Children can...</p> <ul style="list-style-type: none"> <li>• Join two parts successfully;</li> <li>• Construct a simple base for extending and modelling other shapes;</li> <li>• Produce larger ware using pinch/ slab/ coil techniques;</li> <li>• Demonstrate awareness in environmental sculpture and found object art.</li> </ul>	<p>Children can....</p> <ul style="list-style-type: none"> <li>• demonstrate textures and patterns with a wide range of drawing implements;</li> <li>• Create art works from natural materials to show an awareness of different viewpoints of the same object.</li> </ul>	<p>Children can....</p> <ul style="list-style-type: none"> <li>• Explore the work of a growing range of artists, craft makers and designers;</li> <li>• Discuss own and others work, expressing thoughts and feelings;</li> <li>• Respond to art from a range of cultures and time.</li> </ul>	

Year 4			
Develop ideas 	Drawing 	Painting 	Print Making 
Children can... <ul style="list-style-type: none"> <li>Use sketchbooks to collect and record from different sources, expressing likes and dislikes through annotations;</li> <li>Use a sketch book to adapt and improve original ideas.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Develop intricate patterns using different grades of pencil and other implements;</li> <li>Draw for a sustained period of time at an appropriate level;</li> <li>Show representation of movement in figures and forms.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Start to develop a painting from a drawing;</li> <li>Begin to choose their own appropriate media to work with;</li> <li>Mix colour, shades and tones with increasing confidence;</li> <li>Work in the style of a selected artist.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Print simple pictures using different printing techniques;</li> <li>Show simple examples of mono-printing and relief printing;</li> <li>Print using more than one colour.</li> </ul>
3D 	Texture, Pattern, Colour, Line and Tone 	Take inspiration from Other Artists 	
	Children can... <ul style="list-style-type: none"> <li>Show how grades of pencil can achieve different tones;</li> <li>Use complimentary and contrasting colours for effect.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Describe how artists are similar and different, and make links to their own work;</li> <li>Say how they might develop an idea further.</li> </ul>	
Year 5			
Develop ideas 	Drawing 	Painting 	Print Making 
Children can... <ul style="list-style-type: none"> <li>Use sketchbooks to planning, trying out ideas, plan colours and collect source material for future works;</li> <li>Adapt work as and when necessary and explain why.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a detailed drawing;</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work</li> <li>Develop further simple perspective in their work using a single focal point and horizon;</li> <li>Develop close observation skills using a variety of view finders</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Begin to develop an awareness of composition, scale and proportion in their paintings;</li> <li>Mix and match colours to create atmosphere and light effects.</li> </ul>	

<p>3D</p> 	<p>Texture, Pattern, Colour, Line and Tone</p> 	<p>Take inspiration from Other Artists</p> 	
<p>Children can...</p> <ul style="list-style-type: none"> <li>• Work in a safe, organised way, caring for equipment and securing work to continue at a later date;</li> <li>• Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>• Include tones and tints, light and shade becoming increasingly subtle in their work.</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>	
<p><b>Year 6</b></p>			
<p>Develop ideas</p> 	<p>Drawing</p> 	<p>Painting</p> 	<p>Print Making</p> 
<p>Children can....</p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record visual information from different sources annotating work as they go;</li> <li>• Adapt work as and when necessary and explain why.</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>• Draw for a sustained period of time over a number of sessions working on one piece;</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work, commenting on which works well and why;</li> <li>• Develop an awareness of composition, scale and proportion in their work.</li> </ul>	<p>Children can....</p> <ul style="list-style-type: none"> <li>• Develop their own style of painting. This style may be through the development of: colour, tone and shade</li> <li>• Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>• Use tools in a safe way;</li> <li>• Continue to gain experience in overlaying colours;</li> <li>• Start to overlay prints with other media.</li> </ul>
<p>3D</p> 	<p>Texture, Pattern, Colour, Line and Tone</p> 	<p>Take inspiration from Other Artists</p> 	
	<p>Children can....</p> <ul style="list-style-type: none"> <li>• Consider the use of colour for mood and atmosphere.</li> </ul>	<p>Children can....</p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings explaining their views</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul>	

## Progression in Art From EYFS to Year 6

### Little Wrens

Subject	Autumn term 1 – What Makes me 'me'?	Autumn term 2 – Let's Celebrate
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Sing action songs with visuals and props (puppets, interactive slides)</li> <li>• Sing seasonal songs</li> <li>• Listen and engage with Seasonal poems from The Poetry Basket</li> <li>• Develop own stories using small world equipment (animal sets, dolls and doll houses, blocks)</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a range of materials (paint, dough, sensory rice, shaving foam, gloop, brusho)</li> <li>• Explore colour and mixing</li> <li>• Learn and perform Christmas songs</li> <li>• Listen, engage with and perform Seasonal poems from The Poetry Basket</li> <li>• Experiment with gluing to join materials in our glue table</li> <li>• Explore different materials freely and decide how to use them and what to make (Junk modelling area)</li> </ul>
Subject	Spring term 1 – Snow and Ice	Spring term 2 – People who help us
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Perform a range of action songs</li> <li>• Sing seasonal songs</li> <li>• Recite and perform known poems from The Poetry Basket</li> <li>• Continue to develop own stories using small world equipment (animal sets, dolls and doll houses, blocks) and construction sets</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to experiment with a range of materials (paint, dough, sensory rice, shaving foam, gloop, brusho)</li> <li>• Use knowledge of colour mixing to create a desired effect</li> <li>• Recite and perform known poems from The Poetry Basket</li> <li>• Combine materials, deciding what to make (Junk modelling area)</li> </ul>
Subject	Summer term 1 – Growth and Change	Summer term 2 – On the Move
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Develop own stories and work alongside others using small world equipment (animal sets, dolls and doll houses, blocks) and construction sets</li> <li>• Use a range of materials to make a desired product</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and perform songs for end of year graduation performance</li> <li>• Children will make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings</li> </ul>

## Reception Robins



# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. 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>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; poems; rhymes</p> <p>Explore with powder paint, watercolours, poster paint, different pen types</p> <p>Join in with role play games and use resources available for props</p> <p><b>Artist focus:</b> Alma Thomas Yayoi Kusama</p>	<p>Learn and recite selected Autumn Poetry Basket poems</p> <p>Experiment using different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Christmas Concert</p>	<p>Learn and recite selected Spring Poetry Basket poems</p> <p>Develop Observational drawing skills</p> <p>Experiment with colour mixing</p> <p>Mark-make in response to Lunar New Year stimuli – mixed media</p>	<p>Experiment with materials to make relief prints</p> <p>Use a wide range of props for imaginative</p> <p>Retell familiar stories with props</p>	<p>Learn and recite selected Summer Poetry Basket poems</p> <p>Make representations of Life cycles with a range of resources (chicks, butterflies)</p> <p>Learn and perform dance and songs in Infant Summer productions</p>	<p>Use wax resist</p> <p>Experiment colour mixing with cold colours – linked to the oceans study</p>

Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

HELICOPTER STORIES



THE POETRY BASKET



### EXPRESSIVE ARTS AND DESIGN

#### ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used; -  
- Make use of props and materials when role playing characters in narratives and stories.

#### ELG: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

**Develop ideas - Master techniques – Take inspiration from the greats**



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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**Developing ideas**

<p>Start to record simple media explorations in a sketch book</p>	<p>Use a sketchbook to plan and develop simple ideas</p> <p>Colour mixing, colour wheel textures and patterns to inform other work</p>	<p>use a sketchbook to record media explorations and experimentations</p> <p>Use a sketch book to express feelings about a subject.</p> <p>Make notes in a sketch book about techniques used by artists.</p> <p>Annotate ideas for improving their work through keeping notes in a sketch book</p>	<p>Use sketchbooks to collect and record visual information from different sources</p> <p>Express likes and dislikes through annotations</p> <p>Use a sketch book to adapt and improve original ideas</p> <p>Keep notes to indicate their intention</p>	<p>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>Keep notes which consider how a piece of work may be developed further</p> <p>Adapt work as and when necessary and explain why</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material</p> <p>Annotate work in sketchbooks</p> <p>Adapt work as and when necessary and explain why</p>
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**Key assessment Questions**

<p>Does your sketchbook have information you have found using different sources?</p>	<p>Does your sketchbook have information you have found out? Can you do Colour mixing and use a colour wheel?</p>	<p>Can you use a sketchbook to record media explorations and experimentations?</p>	<p>Can you use sketchbooks to collect and record visual information from different sources?</p>	<p>Can you use sketchbooks to collect and record visual information from different sources?</p>	<p>Can you use sketchbooks to collect and record visual information from different sources?</p>
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**Mastering technique: Drawing**

<ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Begin to control the types of marks made with the range of media.</li> <li>Draw on different surfaces with a range of media.</li> <li>Develop a range of tone using a pencil and use a variety of drawing techniques</li> </ul>	<ul style="list-style-type: none"> <li>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>Draw lines/marks from observations.</li> <li>Demonstrate control over the types of marks made with a range of media</li> <li>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul>	<ul style="list-style-type: none"> <li>Develop patterns/ marks with a variety of media</li> <li>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes</li> <li>Begin to show consideration in the choice of pencil grade they use.</li> </ul>	<ul style="list-style-type: none"> <li>Develop intricate patterns using different grades of pencil and other implements to create lines and marks</li> <li>Draw for a sustained period of time at an appropriate level</li> <li>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media</li> <li>Further develop drawing a range of tones, lines using a pencil</li> <li>Begin to show awareness of representing texture through the choice of marks and lines made</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a detailed drawing</li> <li>Develop a key element of their work: line, tone, pattern, texture</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon</li> <li>Begin to develop an awareness of composition, scale and proportion in their paintings</li> <li>Use drawing techniques to work from a variety of sources including observation, photographs and digital images</li> <li>Develop close observation skills using a variety of view finders</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</li> <li>Draw for a sustained period of time over a number of sessions working on one piece</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon</li> <li>Develop an awareness of composition, scale and proportion in their paintings</li> </ul>
<b>Key Assessment Questions</b>					
<p>Can you draw on different surfaces with a range of media?</p>	<p>Can you control the types of marks made with the range of media?</p>	<p>Can you control the types of marks made with the range of media?</p>	<p>Show me how you control the types of marks made and experiment with different effects and textures</p>	<p>Show me how you control the types of marks made and experiment with different effects and textures</p>	<p>Show me how you control the types of marks made and experiment with different effects and textures</p>

### Mastering technique: Painting

<ul style="list-style-type: none"> <li>Experiment with paint media using a range of tools, e.g. different brush sizes, rollers and pads</li> <li>Explore techniques such as lightening and darkening paint without the use of black or white</li> <li>Begin to show control over the types of marks made</li> <li>Paint on different surfaces with a range of media</li> <li>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture</li> <li>Understand how to make tints using white and tones by adding black to make darker and lighter shades</li> <li>Build confidence in mixing colour shades and tones</li> <li>Understand the colour wheel and colour spectrums</li> <li>Be able to mix all the secondary colours using primary colours confidently</li> <li>Continue to control the types of marks made with the range of media</li> <li>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</li> <li>Become increasingly confident in creating different effects and textures with paint according to what they need for the task</li> <li>Understand how to create a background using a wash</li> </ul>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects</li> <li>Start to develop a painting from a drawing</li> <li>Begin to choose appropriate media to work with</li> <li>Use light and dark within painting and show understanding of complimentary colours</li> <li>Mix colour, shades and tones with increasing confidence</li> <li>Work in the style of a selected artist (not copying)</li> </ul>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>Mix and match colours to create atmosphere and light effects</li> <li>Mix colour, shades and tones with confidence building on previous knowledge</li> <li>Start to develop their own style using tonal contrast and mixed media</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade</li> <li>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</li> <li>Mix colour, shades and tones with confidence building on previous knowledge</li> <li>Understanding which works well in their work and why.</li> </ul>
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#### Key Assessment Questions

<p>What are the primary and secondary colours? Can you paint on different</p>	<p>Can you control the types of marks made with the range of media?</p>	<p>Can you create different effects and textures with paint? Can you control the types of</p>	<p>Show me how you control the types of marks made and experiment with different effects</p>	<p>Show me how you control the types of marks made and experiment with different effects and textures</p>	<p>Show me how you control the types of marks made and experiment with different effects</p>
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surfaces with a variety of techniques?	Can you use a range of painting techniques?	marks made with the range of media? Can you use a range of painting techniques?	and textures		and textures
<b>Mastering techniques: Print making</b>					
<ul style="list-style-type: none"> <li>• Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge</li> <li>• Experience impressed printing: e.g. printing from objects</li> <li>• Use equipment and media correctly and be able to produce a clean printed image</li> <li>• Explore printing in relief: e.g. String and card</li> <li>• Begin to identify forms of printing: Books, posters pictures, fabrics</li> <li>• Use printmaking to create a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge</li> <li>• Demonstrate experience at impressed printing: drawing into ink, printing from objects</li> <li>• Use equipment and media correctly and be able to produce a printed image</li> <li>• Make simple marks on rollers and printing palettes</li> <li>• Take simple prints i.e. mono -printing</li> </ul>		<ul style="list-style-type: none"> <li>• Print simple pictures using different printing techniques</li> <li>• Continue to explore both mono-printing and relief printing</li> <li>• Demonstrate experience of printing in more than one colour.</li> <li>• Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> </ul>		<ul style="list-style-type: none"> <li>• Use tools in a safe way.</li> <li>• Continue to gain experience in overlaying colours.</li> <li>• Start to overlay prints with other media.</li> <li>• Show experience in a range of mono print techniques.</li> </ul>
<b>Key Assessment Questions</b>					
Can you create a repeating pattern using printmaking?	Can you control the types of marks made with the range of media? Can you use equipment to create a printed image?		Show me how you control the types of marks made and experiment with different effects and textures Can you print simple pictures		Show me how you control the types of marks made and experiment with different effects and textures

			using different printing techniques?		
<b>3D</b>					
		<ul style="list-style-type: none"> <li>• Use equipment and media with confidence</li> <li>• Begin to show an awareness of objects having a third dimension</li> <li>• Join two parts successfully</li> <li>• Construct a simple base for extending and modelling other shapes</li> <li>• Produce larger ware using pinch/ slab/ coil techniques</li> <li>• Demonstrate awareness in environmental sculpture and found object art</li> <li>• Show awareness of the effect of time upon sculptures</li> </ul>		<ul style="list-style-type: none"> <li>• Work in a safe, organised way, caring for equipment. Secure work to continue at a later date</li> <li>• Show experience in combining pinch, slabbing and coiling to produce end pieces</li> <li>• Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> </ul>	
<b>Key Assessment Questions</b>					
		<p>Can you explain that objects have a third dimension? Show me how to join two parts and construct a simple base for extending and modelling other shapes</p>		<p>Can you combine pinch, slabbing and coiling to produce end pieces?</p>	
<b>Texture, pattern, colour, line and tone</b>					

<ul style="list-style-type: none"> <li>Investigate textures by describing, naming, rubbing, copying.</li> <li>Produce an expanding range of patterns and textures.</li> <li>Begin to understand how colours can link to moods and feelings in art.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate experience in surface patterns/textures and use them when appropriate.</li> <li>Use line and tone in different media to consider shape, shade, pattern and texture.</li> <li>Use natural materials to consider pattern and texture</li> <li>Express links between colour and emotion</li> </ul>	<ul style="list-style-type: none"> <li>Create textures and patterns with a wide range of drawing implements</li> <li>Create textures and patterns with a wide range of drawing implements</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to achieve variations in tone</li> <li>Use complimentary and contrasting colours for effect</li> </ul>	<ul style="list-style-type: none"> <li>Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the use of colour for mood and atmosphere</li> </ul>
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**Key Assessment Questions**

<p>Can you show me a range of patterns and texture? How do colours link to mood?</p>	<p>Can you show me a range of patterns and texture? How do colours link to our emotion?</p>	<p>Can you show me a range of patterns and texture?</p>	<p>Can you use different grade of pencil to show tone?</p>	<p>Can you use tones and tints, light and shade?</p>	<p>Can you choose colour for mood or atmosphere?</p>
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**Taking inspiration from other artists**

<ul style="list-style-type: none"> <li>Look at and talk about own work</li> <li>Explore the work of a range of artists, craft makers and designers.</li> <li>Express their likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>To explore the work of a range of artists, craft makers and designers</li> <li>Explain how a piece of art makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore the work of a range of artists, craft makers and designers</li> <li>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>Respond to art from other cultures and other periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore 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</li> <li>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Explore a range of great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings explaining their views</li> <li>Identify artists who have worked in a similar way to their own work</li> <li>Explore a range of great Artists, architects and designers in history</li> </ul>
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			<p>and techniques.</p> <ul style="list-style-type: none"> <li>Identify modifications/ changes and see how they can be developed further.</li> </ul>		
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**Key assessment Questions**

<p>Can you tell me about work by.....? What do you like and dislike?</p>	<p>Can you tell me about work by.....? How does it make you feel?</p>	<p>Can you tell me about work by.....? (link to different cultures and time)</p>	<p>Can you discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques?</p>	<p>Can you recognise the art of key artists and begin to place them in key movements of historical events?</p>	<p>Can you review other's work? Can you recognise the art of key artists and begin to place them in key movements of historical events?</p>
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