



## St Mary's Catholic Academy **Art and Design** Progression of Knowledge and Skills



		Drawing	Painting	Collage	Sculpture
F1	Artist	<ul style="list-style-type: none"> <li>- Describe what you can see <b>PreKS1 iv</b></li> <li>- Describe what you like? How does it make you feel? <b>Pre KS1 iv</b></li> </ul> <b>Artist study:</b> Kandinsky (circles)	<ul style="list-style-type: none"> <li>- Describe what you can see <b>PreKS1 iv</b></li> <li>- Describe what you like? How does it make you feel? <b>Pre KS1 iv</b></li> </ul> <b>Artist study:</b> Monet (finger painting)	<ul style="list-style-type: none"> <li>- Describe what you can see <b>PreKS1 iv</b></li> <li>- Describe what you like? How does it make you feel? <b>Pre KS1 iv</b></li> </ul> <b>Artist study:</b> Matisse	<ul style="list-style-type: none"> <li>- Describe what you can see <b>PreKS1 iv</b></li> <li>- Describe what you like? How does it make you feel? <b>Pre KS1 iv</b></li> </ul> <b>Artist study:</b> Goldsworthy
	Skills	<ul style="list-style-type: none"> <li>- Begin to explore a variety of drawing tools <b>Pre KS1 iii</b></li> <li>- Use drawings to tell a story <b>Pre KS1 ii</b></li> <li>- Encourage accurate drawings of people e.g. head, body, limbs <b>Pre KS1 ii</b></li> <li>- Use and begin to control a range of media <b>Pre KS1 i</b></li> <li>- Draw on different surfaces and coloured paper</li> <li>- Produce lines of different thickness and tone using a pencil <b>Pre KS1 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with and using primary colours <b>Pre KS1 ii</b></li> <li>- To explore mixing colours (informally) <b>Pre KS1 ii</b></li> <li>- Learn the names of different tools <b>Pre KS1 i</b></li> <li>- Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs <b>Pre KS1 iii</b></li> <li>- Recognise and name the primary colours being used <b>Pre KS1 ii</b></li> <li>- Mix and match colours to different artefacts and objects <b>Pre KS1 ii</b></li> <li>- Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper <b>Pre KS1 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- To explore a range of materials such as pasta, shells, rice, tissue paper beginning to respond to different textures <b>Pre KS1 i</b></li> <li>- Explore different textures <b>Pre KS1 i</b></li> <li>- Enjoy using a variety of media <b>Pre KS1 i</b></li> </ul>	<ul style="list-style-type: none"> <li>- To handle, feel, enjoy and manipulate materials <b>Pre KS1 i</b></li> <li>- To construct build and destroy <b>Pre KS1 ii</b></li> <li>- Shape and model informally e.g. with playdough <b>Pre KS1 ii</b></li> <li>- Enjoy a range of malleable media such as clay, papier-mâché, salt dough <b>Pre KS1 ii</b></li> <li>- Impress and apply simple decoration <b>Pre KS1 iii</b></li> <li>- Cut shapes using scissors and other modelling tools <b>Pre KS1 iii</b></li> <li>- Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials <b>Pre KS1 ii</b></li> </ul>
	Vocab	Push, Pull, Thick, Thin, Lines, Shapes, Light, Dark	Paintbrush, Paint, Mix, Colour names, Texture e.g. smooth, shiny, soft, bumpy, rough	Paper, Coloured paper, Card, Texture e.g. smooth, shiny, soft, bumpy, rough, Collage, Lolly pop sticks, Match sticks, Gems	Playdough, Salt dough, Clay, Papier-mâché, Cutters, Knife, Scissors, Roll, Squash, Pinch, Stack, Knead, Recycled material, Natural material
F2	Artist	<ul style="list-style-type: none"> <li>- Describe what you can see <b>PreKS1 iv</b></li> <li>- Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>Pre KS1 iv</b></li> </ul> <b>Artist study:</b> Miro	<ul style="list-style-type: none"> <li>- Describe what you can see <b>PreKS1 iv</b></li> <li>- Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>Pre KS1 iv</b></li> </ul> <b>Artist study:</b> Van Gogh (Sunflowers)	<ul style="list-style-type: none"> <li>- Describe what you can see <b>PreKS1 iv</b></li> <li>- Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>Pre KS1 iv</b></li> </ul> <b>Artist study:</b> Klee	<ul style="list-style-type: none"> <li>- Describe what you can see <b>PreKS1 iv</b></li> <li>- Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>Pre KS1 iv</b></li> </ul> <b>Artist study:</b> Klimt (Tree of life)
	Skills	<ul style="list-style-type: none"> <li>- To use gross motor movements to create large marks- continuous rotations, push/ pulls, vertical arcs <b>Pre KS1 iii</b></li> <li>- To use lines to enclose shapes <b>Pre KS1 iii</b></li> <li>- To begin to use enclosed shapes to represent people or objects <b>Pre KS1 ii</b></li> <li>- Begin to include features such as hair, limbs and circles for eyes, on pictures of figures <b>Pre KS1 ii</b></li> <li>- To use large, chunky tools such as decorator brushes, hands, sticks, chunky chinks, sticks, sponges <b>Pre KS1 iii</b></li> <li>- To develop effective grip using smaller crayons, charcoals, pastels, pencils, pens</li> <li>- To explore making different marks with different resources, begin to compare e.g. pencil lines and pastel smudges <b>Pre KS1 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- To explore paint using a wide variety of tools hands /cars/sponges/veg <b>Pre KS1 ii</b></li> <li>- To explore different types of paint- powder paint, textured paint, water colours, poster paint <b>Pre KS1 ii</b></li> <li>- To explore how colours can be changed <b>Pre KS1 ii</b></li> <li>- Begin to use vocabulary such as light dark, colour names <b>Pre KS1 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- To explore a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, and respond to different textures <b>Pre KS1 i</b></li> <li>- To begin to combine resources with different textures, colours and shapes <b>Pre KS1 i</b></li> <li>- Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough <b>Pre KS1 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- To handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo, Lego etc <b>Pre KS1 i</b></li> <li>- To use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching <b>Pre KS1 ii</b></li> <li>- To begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure <b>Pre KS1 ii</b></li> <li>- Use basic tools to help deconstruct (scissors) and then construct (glue sticks) <b>Pre KS1 ii</b></li> <li>- Use salt dough to create different forms and decorate with other materials <b>Pre KS1 ii</b></li> </ul>
	Vocab	Rotate	Brushstrokes, horizontal, vertical	Layer, add, join	Join, stick

		Drawing	Painting	Collage	Sculpture
Y1	Knowledge	<ul style="list-style-type: none"> <li>- Describe what you can see <b>KS1 iv</b></li> <li>- Ask questions when looking at artworks/ stimulus: Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>KS1 iv</b></li> </ul> <p><b>Artist study:</b> Van Gogh</p>	<ul style="list-style-type: none"> <li>- Describe what you can see <b>KS1 iv</b></li> <li>- Ask questions when looking at artworks/ stimulus: Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>KS1 iv</b></li> </ul> <p><b>Artist study:</b> Van Gogh</p>	<ul style="list-style-type: none"> <li>- Describe what artists have done in their work, discuss reasons why they might have done that <b>KS1 iv</b></li> <li>- Describe what you can see <b>KS1 iv</b></li> <li>- Ask questions when looking at artworks/ stimulus: Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>KS1 iv</b></li> </ul> <p><b>Artist study:</b> Guiseppe Archimbaldo</p>	<ul style="list-style-type: none"> <li>- Describe what you can see <b>KS1 iv</b></li> <li>- Ask questions when looking at artworks/ stimulus: Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>KS1 iv</b></li> </ul> <p><b>Artist study:</b> Augusta Savage</p>
	Skills	<ul style="list-style-type: none"> <li>- Create accurate self-portraits and observational drawings of others which include key features <b>KS1 ii</b></li> <li>- Use drawing to design other projects e.g. animal sculpture <b>KS1 ii</b></li> <li>- To begin to explore a variety of drawing materials including pencil, graphite, chalk, soft pastel, wax and charcoal <b>KS1 i</b></li> <li>- To undertake projects which explore observational drawing, to record what is seen, and also experimental drawing, to share what is felt <b>KS1 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Select and use effectively a range of brushes <b>KS1 iii</b></li> <li>- To recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. <b>KS1 iii</b></li> <li>- Benefit from experiences learnt through drawing and apply these skills to painting <b>KS1 ii NC Values</b></li> <li>- To discover the interplay between materials for example wax and watercolour <b>KS1 iii</b></li> </ul>	<ul style="list-style-type: none"> <li>- To combine resources with different textures, colours and shapes <b>KS1 i</b></li> <li>- To use experiences learnt through drawing and apply these skills to collage <b>KS1 ii</b></li> <li>- Combine other techniques with collage e.g. paint or crayon <b>KS1 iii</b></li> </ul>	<ul style="list-style-type: none"> <li>- To explore, discover and invent ways for 2d to transform into 3d sculpture. <b>KS1 i</b></li> <li>- To explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do <b>KS1 ii and NC values</b></li> <li>- Experiment with different techniques of shaping play dough &amp; clay <b>KS1 ii</b></li> <li>- Use clay type materials to make definite products e.g. an animal <b>KS1 ii</b></li> </ul>
	Vocab	Rotate, Shape, Soft, Broad, Narrow, Fine, Pattern, Detail, Vertical arc, Horizontal arc, Mirror image, Drawing pencil, Coloured pencil, Charcoal, Rubbing, Smudge, Image, Reverse, Surface, Pressure	Primary colours, Tone, Warm, Cold, Shade, Bright, Dark, Print	Attach, position	Join, Attach, Manmade material
Y2	Knowledge	<ul style="list-style-type: none"> <li>- Describe what you can see <b>KS1 iv</b></li> <li>- Ask questions when looking at artworks/ stimulus: Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>KS1 iv</b></li> </ul> <p><b>Artist study:</b> Andy Warhol</p>	<ul style="list-style-type: none"> <li>- Describe what you can see <b>KS1 iv</b></li> <li>- Ask questions when looking at artworks/ stimulus: Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>KS1 iv</b></li> <li>- Discuss why artists have done what they've done and what would happen if some part was changed <b>KS1 iv</b></li> <li>- How does this work compare to the work of other artists/craft makers and designers? What practices and disciplines have been used? - Make links to your own work. <b>KS1 iv</b></li> </ul> <p><b>Artist study:</b> Edward Tingatinga</p>	<ul style="list-style-type: none"> <li>- Describe what you can see <b>KS1 iv</b></li> <li>- Ask questions when looking at artworks/ stimulus: Describe what you like? Why? How does it make you feel? What would you like to ask the artist? <b>KS1 iv</b></li> </ul> <p><b>Artist study:</b> Robin Brooks</p>	
	Skills	<ul style="list-style-type: none"> <li>- Develop mark-making skills through experimentation with various drawing media: pencil, graphite, pen, chalk, soft pastel, wax and charcoal <b>KS1 i</b></li> <li>- Explore a variety of drawing starting points (stimuli), including close looking via observation from primary &amp; secondary source material, drawing from memory and imagination. These might include figurative and still life subject matter for drawings <b>KS1 ii</b></li> <li>- Demonstrate increased control and detail with observational drawing <b>KS1 ii</b></li> <li>- Use shading and crosshatching technique <b>KS1 iii</b></li> <li>- Introduce life drawing using proportion figures <b>KS1 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Create paintings of real scenes as well as Abstract <b>KS1 ii</b></li> <li>- Continue to mix colours experientially (i.e. encourage pupils to "try and see") <b>KS1 iii</b></li> <li>- Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project <b>KS1 iii</b></li> <li>- Explore painting on different surfaces, such as fabric (link to pop art on canvas) <b>KS1 iii</b></li> <li>- Demonstrate improved brush technique and control <b>KS1 iii</b></li> <li>- Investigate action painting to create abstract art work e.g. blobs, splats, dots <b>KS1 iii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Draw and cut shapes from a variety of materials and arrange to create either abstract or representational pictures <b>KS1 i</b></li> <li>- Combine other techniques with collage e.g. paint, crayon <b>KS1 iii</b></li> <li>- Explore simple mono printing techniques <b>KS1 iii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Explore how 2d can become 3d <b>KS1 i</b></li> <li>- Investigate use of tools for clay-work <b>KS1 iii</b></li> <li>- Know clay construction basics e.g. using water and rough edges to join <b>KS1 ii</b></li> <li>- Cut simple shapes from card and use them to construct architectural forms <b>KS1 ii</b></li> <li>- Use drawn, collaged and printed elements as surface decoration <b>KS1 i</b></li> </ul>
		Felt tip pen, Marker,	Background, Foreground, Portrait, Landscape, Secondary (colour) Comparison, Still life, Wash	Fabric, Felt, Scraps, Wool, Yarn, Mixed media, Collage, Combine, Fur, Tweed, Silk, Satin, Net, Weave	Sculpture, Structure, Assemble,

		Drawing	Painting	Collage	Sculpture
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Y3	Knowledge	<ul style="list-style-type: none"> <li>- Describe own emotional responses to different types of artwork <b>KS2 iii</b></li> <li>- Describe what you see <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks /stimulus: What do you like/dislike? Why</li> <li>What is the artist saying to us in this artwork?</li> <li>How does it make you feel? How might it inspire you in making your own art? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Alaa Awad</p>	<ul style="list-style-type: none"> <li>- Describe own emotional responses to different types of artwork <b>KS2 iii</b></li> <li>- Describe what you see <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks /stimulus: What do you like/dislike? Why</li> <li>What is the artist saying to us in this artwork?</li> <li>How does it make you feel? How might it inspire you in making your own art? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Alaa Awad</p>	<ul style="list-style-type: none"> <li>- Describe own emotional responses to different types of artwork <b>KS2 iii</b></li> <li>- Describe what you see <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks /stimulus: What do you like/dislike? Why</li> <li>What is the artist saying to us in this artwork?</li> <li>How does it make you feel? How might it inspire you in making your own art? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> LS Lowry,</p>	<ul style="list-style-type: none"> <li>- Describe own emotional responses to different types of artwork <b>KS2 iii</b></li> <li>- Describe what you see <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks /stimulus: What do you like/dislike? Why</li> <li>What is the artist saying to us in this artwork?</li> <li>How does it make you feel? How might it inspire you in making your own art? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Andy Goldsworthy</p>
	Skills	<ul style="list-style-type: none"> <li>- Begin to accurately draw figures using proportion <b>KS2 ii</b></li> <li>- Investigate light and dark using shading <b>KS2 ii</b></li> <li>- Practice observational drawing from a stimulus, explore careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching <b>KS2 ii</b></li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>- Use sketch books to express feelings about a subject and to describe likes and dislikes <b>KS2 i</b></li> <li>- Make larger scale drawing from observation and imagination <b>KS2 i, KS2 ii</b></li> <li>- Make notes in sketch books about techniques used by Artists, architects and designers in history <b>KS2 i, KS2 iii</b></li> <li>- Suggest improvements to work by keeping notes in sketch books <b>KS2 i</b></li> </ul>	<ul style="list-style-type: none"> <li>- Colour mix to match an exact shade <b>KS2 ii</b></li> <li>- Begin to understand colour theory <b>KS2 ii</b></li> <li>- Experiment with a range of different paints including watercolour and acrylic <b>KS2 ii</b></li> <li>- Use of different ways of applying paint including spreading, dotting and splashing <b>KS2 ii</b></li> <li>- Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome <b>KS2 ii</b></li> <li>-Explore painting on new surfaces using colour as decoration <b>KS2 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Use press print with complex shapes <b>KS2 ii</b></li> <li>- Use mono prints effectively <b>KS2 ii</b></li> <li>- Design and create printing blocks with string or found materials to demonstrate texture and line <b>KS2 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- To make a frame from paper and tape or chicken wire and use as the basis to explore modelling with Modroc to make sculpture <b>KS2 ii</b></li> <li>- Explore combinations of materials such as natural materials, wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick) <b>KS2 ii</b></li> </ul>
	Vocab	Rotate, Soft, Broad, Bold	Colour descriptors e.g. Scarlet, crimson, emerald, turquoise, Watery, Intense, Strong, Opaque, Translucent, Impression, Absorb Stencil, Viewpoint, Detail, Abstract	Hessian, Thread,	Sculpture, Structure, Assemble, Position, Practical, Mould, Two-dimensional, Three-dimensional, Delicate, Change, Improve Construct, Model, Fold, Bend, Metal
Y4	Knowledge	<ul style="list-style-type: none"> <li>- Research the life stories of artists <b>KS2 iii</b></li> <li>- Describe artwork <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks/stimulus: What do you like/dislike? Why? Which other senses can you bring to this artwork? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork?</li> <li>If you could take this art work home, where would you put it and why? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Hundertwasser</p>	<ul style="list-style-type: none"> <li>- Research the life stories of artists <b>KS2 iii</b></li> <li>- Describe artwork <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks/stimulus: What do you like/dislike? Why? Which other senses can you bring to this artwork? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork?</li> <li>If you could take this art work home, where would you put it and why? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Salvador Dali</p>		<ul style="list-style-type: none"> <li>- Research the life stories of artists, architects and designers in history <b>KS2 iii</b></li> <li>- Describe artwork <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks /stimulus: What do you like/dislike? Why? Which other senses can you bring to this artwork? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? If you could take this art work home, where would you put it and why? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Michelangelo</p>

	<b>Skill</b>	<ul style="list-style-type: none"> <li>- Use shading effectively to create atmosphere and shadow <b>KS2 ii</b></li> <li>- Discuss and practise a range of visual elements when drawing <b>KS2 ii</b></li> <li>- Explore geometric design/pattern <b>KS2 ii</b></li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>- Continue to familiarize with sketchbook / drawing exercises <b>KS2 i</b></li> <li>- Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities <b>KS2 ii</b></li> <li>- Use sketch books to express feelings about various subjects and outline likes and dislikes <b>KS2 i</b></li> <li>- Use sketch books to adapt and improve original ideas <b>KS2 i. KS2 ii</b></li> <li>- Keep notes about the purpose of their work <b>KS2 i</b></li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of paint effects appropriately <b>KS2 ii</b></li> <li>- Select appropriate brushes to add detail and for the kind of paint being used <b>KS2 ii</b></li> <li>- Use a range of scale to evoke different responses <b>KS2 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- To reproduce original drawings in the style of an artist using appropriate collage material <b>KS2 ii, KS2 iii</b></li> <li>- Recreate artworks in collage <b>KS2 ii</b></li> <li>- Combine art forms such as collage, painting and printmaking in mixed media projects <b>KS2 ii</b></li> <li>- Represent objects in collage material <b>KS2 ii</b></li> <li>- Combine art techniques to embellish collage <b>KS2 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Investigate carving using clay and plaster of Paris <b>KS2 ii</b></li> <li>- To work with a modelling material (clay or plasticine) <b>KS2 ii</b></li> <li>- Develop clay or plaster of Paris construction (Y1 Clay animals) <b>KS2 ii</b></li> </ul>
	<b>Vocab</b>	Plan, Distance, Direction, Position, Form, Weight, Pressure, Appearance, Character, Personality, Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist	Swirling, Stippled, Horizon, Distance, Stamp		Impractical, Boundary, Join, Attach, Manmade material, Model, Statue, Stone, Impractical, Mould, Statue, Stone, Curve, Form
		<b>Drawing</b>	<b>Painting</b>	<b>Collage</b>	<b>Sculpture</b>
<b>Y5</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Describe artwork <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks and /or stimulus: What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Picasso</p>	<ul style="list-style-type: none"> <li>- Describe artwork <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks and /or stimulus: What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Henri Rousseau</p>		<ul style="list-style-type: none"> <li>- Research the life stories of artists, architects and designers in history <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks and /or stimulus: What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Ivan Belikov</p>

	<b>Skill</b>	<ul style="list-style-type: none"> <li>- Use drawing as a means of designing <b>KS2 ii</b></li> <li>- Create perspective in addition to shading to give impression of shape and depth <b>KS2 ii</b></li> <li>- Revisit still life. Develop drawing skills using observational drawing <b>KS2 ii</b></li> <li>- Begin to show emotion on faces <b>KS2 ii</b></li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>- Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world <b>KS2 i</b></li> <li>- Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration <b>KS2 i</b></li> <li>- Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood <b>KS2 i</b></li> <li>- Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links... <b>KS2 i, KS2 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Select colour appropriately to evoke mood or setting <b>KS2 ii</b></li> <li>- Select and use different paints and techniques for the desired effect <b>KS2 ii</b></li> <li>- Understand how to change texture or use of paint by adding other materials including sand and stone <b>KS2 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Explore surfaces using a magnifying glass, simplify what is observed and recreate in collage <b>KS2 ii</b></li> <li>- Combine art techniques to embellish collage <b>KS2 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea <b>KS2 ii</b></li> <li>- Recreate designs from other times and cultures <b>KS2 ii, KS2 iii</b> (Y1 Clay animals, Y4 Greeks)</li> </ul>
	<b>Vocab</b>	<p>Angle, Perspective, Composition, Bird’s eye view, Alter, Modify, Interior, Exterior, Subject, Caricature, Expression, Personality, Traditional, Representational, Imaginary Modern</p>	<p>Stippled, Splattered, Dabbed, Scraped Dotted, Stroked, Flat, Layered,</p>	<p>Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated Embroidered</p>	<p>Soft sculpture, Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Slip,</p>
<b>Y6</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Ask questions when looking at artworks and /or stimulus: What do you like/dislike? Why?</li> <li>Which other senses might you bring to this artwork? How does it make you feel?</li> <li>What is the artist saying to us in this artwork?</li> <li>How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Peter Blake</p>	<ul style="list-style-type: none"> <li>- Ask questions when looking at artworks and /or stimulus: What do you like/dislike? Why?</li> <li>Which other senses might you bring to this artwork? How does it make you feel?</li> <li>What is the artist saying to us in this artwork?</li> <li>How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Renoir and Hockney</p>	<ul style="list-style-type: none"> <li>- Ask questions when looking at artworks and /or stimulus: What do you like/dislike? Why?</li> <li>Which other senses might you bring to this artwork? How does it make you feel?</li> <li>What is the artist saying to us in this artwork?</li> <li>How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Renoir and Hockney</p>	<ul style="list-style-type: none"> <li>- Research the life stories of artists, architects and designers in history <b>KS2 iii</b></li> <li>- Ask questions when looking at artworks and /or stimulus: What do you like/dislike? Why?</li> <li>Which other senses might you bring to this artwork? How does it make you feel?</li> <li>What is the artist saying to us in this artwork?</li> <li>How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity? <b>KS2 iii</b></li> </ul> <p><b>Artist study:</b> Paul Nash</p>

	<p style="text-align: center;"><b>Skill</b></p> <ul style="list-style-type: none"> <li>- Research and produce examples of graphic design, describing, purpose and layout <b>KS2 ii</b></li> <li>- Draw bodies in motion <b>KS2 ii</b></li> <li>- Draw landscapes perspective and shading, to give effect of depth <b>KS2 ii</b></li> <li>- Investigate cartooning to show emotion and movement <b>KS2 ii</b></li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>- Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world <b>KS2 i</b></li> <li>- Feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration <b>KS2 i</b></li> <li>- Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood <b>KS2 i</b></li> <li>- Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links... <b>KS2 i</b></li> </ul>	<ul style="list-style-type: none"> <li>- Expand understanding of abstract art <b>KS2 ii</b></li> <li>- Use texture and colour to indicate emotion <b>KS2 ii</b></li> <li>- Investigate and produce work influenced by landscape paintings <b>KS2 ii (Y2 Landscapes)</b></li> <li>- Use a range of different paints effectively including watercolour, oil and acrylic <b>KS2 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Explore surfaces using a magnifying glass, simplify what is observed and recreate in collage <b>KS2 ii</b></li> <li>- Combine art techniques to embellish collage <b>KS2 ii</b></li> <li>- Take photos of local environment and reproduce in collage material <b>KS2 ii</b></li> <li>- Combine art techniques to embellish collage <b>KS2 ii</b></li> </ul>	<ul style="list-style-type: none"> <li>- Develop Modroc and frame plaster sculpture using abstract or naturalistic stimuli <b>KS2 ii</b></li> </ul>
	<p style="text-align: center;"><b>Vocab</b></p> <p>Action, Balance, Dynamic, Imbalance, Movement, Poised, Transition, Weight, Inanimate, Arrangement, Complimentary, Tonal, Aesthetic</p>	<p>Idealised, Geometric, Stylised, Intense,</p>	<p>Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic</p>	<p>Flexible, Pliable, armature, surface, three-dimensional (3D), manipulate, proportion</p>