



Art at Parkgate Junior School



At Parkgate Junior School we believe that learning Art is important because it stimulates creativity and imagination. Pupils are taught an Art and Design education which improves their mastery of a huge range of techniques including drawing, painting and sculpting a range of materials. We teach art through our class topics rather than in isolation which helps the children develop a wider understanding within their learning. Each class undertakes an artist study. This is an excellent opportunity for the children to understand the work of another artist, explore techniques and create their own imaginative and creative pieces of art work.



“Every child is an artist,” Pablo Picasso.

Art policy on a page

Purpose and Aims

Purpose

To offer all pupils a curriculum that stimulates creativity and understanding of the world.

Aims

To improve children's control of materials, tools and techniques.

To develop knowledge of different artists and designers.

To encourage self-expression and explore feelings through art.

To create sketchbooks to record observations and ideas.

Provision

Our curriculum is categorised in two ways:

- **Breadth** - which gives pupils experiences of a range of art materials.
- **Depth** – which helps pupils think and act like artists.

Our curriculum shapes our understanding of how artists work from historic times to the present. Pupils also become aware of how art impacts their daily life and can promote well-being. All art is taught by the school's topic-based approach so that children can understand its relevance within our society.

Progression

Progression

Termly topic maps outline what is to be taught across the school. We also follow the National Curriculum to ensure children reach age related expectations by the end of KS2.

Assessment and reporting

We assess pupils within each unit of work. This information is reported to leadership and passed between classes.

Monitoring, evaluation and improvement

Leadership involves monitoring of pupil outcomes, the quality of teaching, curriculum coverage and aspects of resource management, this is done by reviewing planning, lesson observations, discussions with staff and reported back in staff meetings.

Art

Intent	Aims/ Statement of Intent: Learning and practicing art is important as it stimulates creativity, imagination and inventiveness. Pupils are taught an art and design education which helps improve their mastery of a huge range of techniques, including drawing, painting and sculpture with a range of materials. Where possible we use art to explore other subject areas and try to have as many opportunities to learn through art. We believe that art can connect children to their own culture and make learning fun and relevant. Pupils will produce creative work, become proficient in drawing, painting and sculpting and other media. They will be able to evaluate and analyse other work of other artists and know more about great artists, craft-makers and designers.							
	Knowledge and skills: Drawing, painting, 3D modelling, collaboration, exploring ideas, colour-mixing, sketching, using different materials, exploring pattern and colour, using technology in art and understanding the importance of the history of art and great artists.							
Implementation	Approaches to learning/How our pupils learn: During art lessons we will often start with work of a well-known artist or a modelled example where we can then plan their own work. Skills will be taught first, to ensure that pupils are able to complete tasks and successfully create their own artwork. We use a range of implements, materials and resources to improve their techniques. Children will experiment with different types of art across different years. Skills are built upon over the key stage.							
	Support: Choice of media, vocabulary, choice of materials, adapted content of lessons, linking subject areas, scaffolding of lessons, sketchbooks							
	Enrichment (including link and opportunities): Technology, display work around the school, trips, visitors, local environment, art projects, art club, competitions, Age UK links.							
Impact	Skills: Pupils will have the opportunity to create their own 2 and 3D artwork. They will use sketchbooks to develop and practise ideas. They will review what they have done and improve mastery of art. Pupils will have learnt about great artists and their role in developing art over time.				Attitudes/ wellbeing and personal development: Enjoyment of art, appreciation of art work and artists. Use of art as well-being/calming activities.			
	Book study method	Books	Pupil Voice	AFL	Displays	Surveys	Pupil voice	Projects
	Marking and feedback		Google classroom		Learning walks		Planning scrutiny	

		Curriculum Overview - Art							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Lower Key Stage 2	Year 3	Cave paintings exploring different lines in pastel and charcoal.		Quentin Blake exploring pencil skills (use of line).		Romero Britto understanding the Brazilian pop artist and his use of bright colours.		Year 3	Lower Key Stage 2
	Year 4	Self portraits focusing on sketching skills and drawing in proportion and shading (links to Egyptian topic and death masks).		Roman mosaics developing printing techniques.		Monet exploring basic watercolour techniques and joining clay.		Year 4	
Upper Key Stage 2	Year 5		Peter Thorpe exploring perspective, 3D shapes and the use of colour in his rocket pictures using mixed media.		Viking jewellery exploring patterns and the use of clay (engraving into clay).		Greek clay pots building on clay skills, including joining and engraving.	Year 5	Upper Key Stage 2
	Year 6		Skyline paintings creating Blitz pictures using silhouettes and water colour washes.	Architecture exploring technical drawing and construction.			Artist study children set up their own group projects independently.	Year 6	

Art - Progression of knowledge and skills

The national curriculum for Art aims to ensure that all pupils:

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.
- About great artists, architects and designers in history.

Subject and Topic	Media	Knowledge (essentially the LO)	Skills (History Skills)
Y3 Cave paintings	Pencil, charcoal, pastel	When did the Cavemen live? Why did they paint on caves? What materials did they use to paint?	Explore and name different lines using pencil, charcoal or pastel. Explore bending pastels.
Y3 Quentin Blake	Sketching pencils	Who was Quentin Blake? What media did he use? Are all lines the same?	Explore pencil lines, practising developing control. Exploring the use of colour when added to these lines, what effect does it have?
Y3 Romero Britto	Paint	Who was Romero Britto? What is pop art? What colours did he use? Why does he use bright colours? How do we create other colours?	Explore the effects of colour mixing paint e.g., mixing two primary colours together to create a secondary colour.
Y4 Self-portraits	Sketching pencils Mod roc/paper-Mache	What is a self-portrait? How do we draw in proportion? Why do we add shading? How many ways can you shade?	Children to use graded pencils and explore the different effects created. They should also develop drawing in proportion. Adding shading to create 3D effects.
Y4 Roman Mosaics	Printing /collage	What is a mosaic? What were they made of? What images were captured? How can we learn about the Romans from mosaics?	Explore images created by mosaic collage or printing. Focus on the colours used and the images created.
Y4 Monet	Water colours Pastels clay	Who was Monet? What media did he use? What techniques did he use? How can we apply those techniques to create our own images?	Water colours- explore background washes. Pastel- blend/mix colours together and explore the different effects created by a pastel e.g. stippling. Clay-manipulating clay, understanding how clay cracks.

Y5 Peter Thorpe	Sketching pencils pastel	What type of art is created by Peter Thorpe? What media does he use? How does he use perspective, 3D shapes and colour in his work?	Explore shading techniques to create basic shapes that are 3D. Begin to have a basic understanding of how to create perspective. Understand how to create light and dark in a picture effectively.
Y5 Viking jewellery	clay	Why did the Vikings wear jewellery? What were they made of? What motifs were engraved into the jewellery?	Children to develop mastery of working with small pieces of clay and explore engraving motifs into it.
Y5 Greek pots	clay	How many different containers were used by the Greeks? What were they used for? What does the design tell us about the ancient Greeks? How were these images created?	Explore telling an aspect of ancient Greek life through painted images (silhouettes) Children to develop more control over painting on small scales. Children to practise jointing clay using scoring and slip.
Y6 Blitz pictures	watercolour	What do skyline pictures of the Blitz represent/tell us about WWII? What colours are effective?	Applying different washes using water colour, lifting paint, layering it.
Y6 Architecture	Technical drawing Colouring pencils	What's an architect? How is technical drawing different from sketching?	Children to understand that technical drawing involves. Children to explore adding colour and shading using colouring pencils.
Y6 Artists study-projects	Various	Which artists are you going to focus on? Why? What can we learn about art from your chosen artist?	Children to work in groups-choosing an artist, planning a collaborative piece of group work, testing and exploring ideas first. This is an assessment of all the skills taught across KS2 as little input is given by the teacher.

Topic/areas to be covered	Skills to be taught	Learning objectives	Possible links with other areas
Year 3 Cave paintings -pencil, charcoal, pastel, clay Quentin Blake - sketching pencils , water colours Romero Britto - paint	<ul style="list-style-type: none"> Annotate sketch books with comments relating to the artwork. Understand the more you smudge the pastels the lighter they become. To experiment with different lines. Experiment with different graded pencils and notice the difference between H pencils (lighter on the paper) and B pencils (darker on the paper). Mix primary colours to create secondary colours (red, yellow and blue = primary colours, mixing 2 of these together creates a secondary colour). Experiment with different size paint brushes. 	<p>Aim:</p> <ul style="list-style-type: none"> To be able to test out ideas in sketchbooks and annotate work with notes (not paragraphs of writing) To be able to identify different marks created by sketching pencils. To be able to explore blending techniques. To understand what primary colours are and how to create secondary colours. 	History – cavemen Literacy- illustrators Geography- Life in Brazil
Year 4 Self-portraits – sketching pencils and mod roc (death masks) Roman mosaics – printing, collage Monet – water colours, pastel, clay	<ul style="list-style-type: none"> Question and make thoughtful observations about starting points for their work by identifying and commenting on the content. To experiment with a <u>range</u> of H and B sketching pencils . To experiment with different techniques for shading: tilting the pencil, smudging, hatching. Develop understanding of how to draw the face in proportion by marking out features. 	<ul style="list-style-type: none"> To annotate sketch books with specific comments related to art techniques/skills. To explore different graded sketching pencils. To be able to create Roman images through block or Styrofoam prints. To be able to create background washes and lift paint when too much water has been applied. 	History -Romans, Egyptians
Year 5 Peter Thorpe - pastel, sketching pencils Viking jewellery - clay Greek pots - clay	<ul style="list-style-type: none"> Consider their work at each stage and adapt and improve it at regular intervals and record. Blend more than 2 pastels together. Create different tones of the same colour pastel by adding white/black to make it lighter/darker. Layer pictures (adding a background and foreground). Create a Viking piece of jewellery. Engrave a Viking pattern into it using clay tools. Use cutting tools with accuracy. Join clay using scoring and slip. 	<ul style="list-style-type: none"> To record the art process and make adaptations. To be able to blend pastels and change the tone of the colour. To create basic perspective. To join clay together using scoring and slip. To engrave into clay. 	Science- Rockets History-Vikings, Greeks
Year 6 Blitz skyline pictures - watercolours Architecture - technical drawing Own art projects - mixed media	<ul style="list-style-type: none"> Explore architects and designers in history and modern times. Recognise sculpture forms in the environment: buildings. Solve problems as they occur. Carve/join pieces to create an architectural sculpture. To create a layer within the painting using the 'wet on dry' technique. Mix and match colours to create atmosphere and effects/tonal shades. 	<ul style="list-style-type: none"> To explore different background washes. To understand the difference between sketching and technical drawing. To work collaboratively to plan, carry out and evaluate own art projects independently. 	History- WWII R.E- cultural architecture

Art Vocabulary

Media	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing/pastels	pencil, grades, texture, shape 2D/3D, shading, pattern, proportion, blending, pastels, chalk, oils, charcoal	tone, depth, proportion, form shading, feathering, smudging/blending	observational, hatching, cross-hatching, perspective, horizon vanishing point, foreground, background	tonal contrast, mixed media composition, single focal point, scale
Painting	brush, scale, mixing, primary colours, shades, tones	layering, mixed colours, washes, secondary colours, shades, effects, textures, blocking, textures	complementary colours, light effects, tones, tints, effects	lifting colour, wet paint, dry paint, acrylic, oils, tertiary
Sculpture	materials, products, clay, tools, rolling, kneading, textural effects, constructing, man-made, natural, tile, sculpture, space, paper-Mache, mosaics.	manipulate, mod roc, surface pattern, textural, joins, construct, modelling, clay, slab, coils, slip, plaster of Paris, carving	engrave, malleable, slip, score, attach, density, overlapping, volume	intricate patterns, kiln, mechanical, architecture, technical drawing, terracotta, earth clay,
Collage	create, variety, image, colour, texture, overlap, tearing, uneven, velvet	media, purpose, crumpling, glossy, layering, corrugated	fabrics, jagged, coarse, crimp	serrated, featureless, complex, grainy
Textiles	treads, knotting, pulling threads, twisting, plaiting, snipping, stitching, weaving, cotton, silk, wool	fraying, fringing, decoration, dipping fabric, printing, dying, linen, synthetic, fibres, nylon	cords, batik, ink, textural effects, yarn, warp	graded threads, viscose, acetate, weft, selvedge, grain line
Printing	printing pallets, rollers, mono printing, stencils, patterns, press, block printing, repeated patterns, rubbing	layering, brayer, stamping, symmetrical, collagraph, mirror image	relief printing, overlays, dry point, incised, motif, printing ink	Bench hook, burnishing, registration, screen, barren, screen print

Resources we use

- Visiting artists, WRAP for resources
- Projects with Age UK
- We also work with DRUM (centre next door)

Art Endpoints

YEAR 3		
Below expected	At expected	Above expected
<p><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> ● Explore with different grades of pencil. ● Collect ideas in their sketchbooks. ● Use different media to achieve basic line, texture, tone, colour, shape and pattern that they can verbally describe. 	<p><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> ● Experiment with different grades of pencil and other implements. ● Use their sketchbook to collect and record visual information from different sources. ● Draw for a sustained period at their own level. ● Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<p><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> ● Experiment, in depth, with different grades of pencil and other implements. ● Use their sketchbook to collect and record visual information from different sources and annotate. ● Draw for a sustained period, using skilful marks to record their observations. ● Use different media to achieve variations in line, texture, tone, colour, shape and pattern and annotate with reasons why.
<p><u>Painting</u></p> <ul style="list-style-type: none"> ● Mix primary colours and know which secondary colours they will make. ● Use art vocabulary to discuss paintings. ● Experiment with basic effects and textures. ● Begin to work on a range of scales e.g., thin brush on small picture etc 	<p><u>Painting</u></p> <ul style="list-style-type: none"> ● Mix a variety of colours and know which primary colours make secondary colours. ● Use a developed colour vocabulary. ● Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. ● Work confidently on a range of scales e.g., thin brush on small picture etc 	<p><u>Painting</u></p> <ul style="list-style-type: none"> ● Mix a large variety of colours and know which primary colours make secondary colours. ● Use an extensive colour vocabulary. ● Experiment in depth with different effects and textures inc. blocking in colour, washes, thickened paint etc. ● Work confidently and with skill on a range of scales e.g., thin brush on small picture etc.
<p><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> ● Join clay with support. ● Construct a simple clay base for extending and modelling other shapes. ● Cut and join construction safely and effectively with adult support. ● Make a simple papier Mache object with support. 	<p><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> ● Join clay adequately and work reasonably independently. ● Construct a clay base for extending and modelling other shapes. ● Cut and join construction safely and effectively. ● Make a simple papier Mache object. 	<p><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> ● Join clay effectively and work independently. ● Construct a clay base for extending and modelling other more technical shapes. ● Cut and join construction safely and accurately. ● Make a papier Mache object.

<p><u>Printing</u></p> <ul style="list-style-type: none"> ● Print using materials, objects and techniques including layering. ● Talk about the processes used to produce a simple print. ● to basic pattern and shape, creating designs for printing. 	<p><u>Printing</u></p> <ul style="list-style-type: none"> ● Print using a variety of materials, objects and techniques including layering. ● Talk about the processes used to produce a simple print using art vocabulary. ● to explore pattern and shape, creating designs for printing. 	<p><u>Printing</u></p> <ul style="list-style-type: none"> ● Print using a large variety of materials, objects and techniques including layering (more than 1). ● Talk about the processes used to produce a print and record art vocabulary. ● to complex pattern and shape, creating designs for printing.
<p><u>Collage</u></p> <ul style="list-style-type: none"> ● Use basic techniques of layering, using paper, cardboard, fabrics, buttons etc. ● Name the tools and materials they have used. ● Develop skills in basic stitching. Cutting and joining. 	<p><u>Collage/Textiles</u></p> <ul style="list-style-type: none"> ● Use a variety of techniques to layer using card, paper, fabrics, buttons etc. ● Name the variety of tools and materials they have used. ● Develop skills in stitching. Cutting and joining. 	<p><u>Collage</u></p> <ul style="list-style-type: none"> ● Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. ● Name and write the tools and materials they have used. ● Develop skills in various stitching. Cutting and joining.

YEAR 4

Below expected	At expected	Above expected
<p style="text-align: center;"><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> • Make choices in drawing inc. paper and media. • Alter drawings and describe changes using art vocabulary. • Collect images and information with support in a sketchbook. • Use research to inspire drawings from memory and imagination with adult support. • Explore basic relationships between line and tone, pattern and shape, line and texture. 	<p style="text-align: center;"><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. 	<p style="text-align: center;"><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and a range of media. • Alter and refine drawings and record changes using art vocabulary. • Collect a variety of images and information independently in a sketchbook. • Use research to inspire drawings from creative memory and imagination. • Explore complex relationships between line and tone, pattern and shape, line and texture.
<p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> • Make and match basic primary colours with increasing accuracy. • Use basic colour language. • Choose paints and implements appropriately. • Plan and create different effects with paint according to what they need for the task. • Show some independence and creativity with the painting process. 	<p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language e.g., tone, shade, • Choose paints and implements appropriately and accurately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. 	<p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> • Make and match colours with a good level of accuracy. • Use specific colour language e.g., tint, tone, shade, hue. • Choose a variety of paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task, adding tonal change for 3D effects. • Show independence and creativity with the painting process.
<p style="text-align: center;"><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> • Make simple choices about the 3D technique chosen. • Show a basic understanding of shape, space and form. • Plan, design, make and adapt. Models with support. • Talk about their work, understanding that it has been sculpted, modelled or constructed. • Use a variety of basic materials. 	<p style="text-align: center;"><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt. Models independently. • Talk about their work in greater detail, understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. 	<p style="text-align: center;"><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> • Make effective choices about the 3D technique chosen. • Show a deeper understanding of shape, space and form. • Plan, design, make and adapt. Models in greater depth. • Talk and record their work in good detail, understanding that it has been sculpted, modelled or constructed. • Use a large variety of materials.

<p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • Research and create basic prints. • Select, with help, the kinds of material to print with in order to get the effect they want. 	<p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • Research, create and refine a print using two different techniques. • Select broadly the kinds of material to print with in order to get the effect they want. 	<p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select skilfully the kinds of material to print with in order to get the effect they want.
<p style="text-align: center;"><u>Collage</u></p> <ul style="list-style-type: none"> • Match the tool to the material. • Refine and alter ideas and explain choices using basic art. vocabulary. • Collect visual information with support. 	<p style="text-align: center;"><u>Collage/Textiles</u></p> <ul style="list-style-type: none"> • Match the tool to the material with some degree of accuracy. • Refine and alter ideas and explain choices using an art. vocabulary. • Collect visual information from a variety of sources. 	<p style="text-align: center;"><u>Collage/Textiles</u></p> <ul style="list-style-type: none"> • Match the tool to the material accurately. • Refine and alter ideas and explain choices using an extended art. vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

YEAR 5

Below expected	At expected	Above expected
<p style="text-align: center;"><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> • Use some source material for their work. • Work in an independent way from observation, experience. • Use a sketchbook to develop ideas using the support of others. • • making some elements of accuracy when drawing from observation. 	<p style="text-align: center;"><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> • Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. • Recording accurately some lines and shapes when drawing from observation. 	<p style="text-align: center;"><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> • Use a variety of source material for their work, working in greater depth. • Work in a sustained and independent way from a variety of observation, experience and imagination. • Use a sketchbook to develop ideas, recording in greater depth. • Recording observations using accurately drawn lines, shapes, tonal areas when recording from first hand.
<p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> • Demonstrate a knowledge about primary and secondary, warm and cold, • Create imaginative work from • a variety of sources with support. 	<p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> • Demonstrate some knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Create imaginative work from a variety of sources. 	<p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Create imaginative work from • a variety of sources, in greater depth.
<p style="text-align: center;"><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man- made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work, with support. 	<p style="text-align: center;"><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> • Describe in some detail the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man- made materials to create sculpture in some detail. • Plan a sculpture through drawing and other preparatory work. 	<p style="text-align: center;"><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> • Describe in greater detail the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man- made materials to create sculpture, in greater detail. • Plan a sculpture through drawing and other preparatory work, in greater depth.
<p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • Use a few techniques, including the use of poly-blocks, relief with support. • Build up layers and colours/textures with support. • Organise their work in terms of pattern, repetition, symmetry or random printing styles with support. 	<p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • Explain and use a few techniques, including. the use of poly-blocks, relief, mono and resist printing. • Build up layers and colours/textures independently. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. 	<p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • Explain and use a variety of techniques, including the use of poly-blocks, relief, mono and resist printing. • Build up layers and colours/textures in depth. • Organise their work in terms of pattern, repetition, symmetry or random printing styles, in depth.

<p style="text-align: center;"><u>Collage</u></p> <ul style="list-style-type: none"> • Join 2 fabrics in different ways, including stitching. • Use basic needles to create stitches. • Use a range of media to create collage with support. • Experiment with using basic batik safely. 	<p style="text-align: center;"><u>Collage/Textiles</u></p> <ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Use a range of media to create collage. • Experiment with using batik safely. 	<p style="text-align: center;"><u>Collage</u></p> <ul style="list-style-type: none"> • Join fabrics in many ways, including stitching. • Use a variety of different grades and uses of threads and needles. • Use a large range of media to create collage. • Experiment with using batik safely and in depth.
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YEAR 6

Below expected	At expected	Above expected
<p><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> Demonstrate ways to make different marks with dry and wet media. Identify an artist who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook, with support. experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. 	<p><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. 	<p><u>Sketching/pastel/chalk/charcoal</u></p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media and be able to discuss this using technical vocabulary. Identify artists who have worked in a similar way to their own work and discuss differences. Develop at a deeper level idea using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape .Putting these skills together.
<p><u>Painting</u></p> <ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work with support. Show some awareness of how paintings are created (composition). 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Create a variety of shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Show an awareness of how paintings are created (composition). 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Create shades and tints using black and white. And repeat the creation of these tones. Choose appropriate paint, paper and implements to adapt and extend their work with a good level of skill. Show a good awareness of how paintings are created (composition).
<p><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc with support. Create sculpture and constructions with increasing independence. 	<p><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with independence. 	<p><u>Sculpting (clay/mod roc, construction)</u></p> <ul style="list-style-type: none"> Develop and refine skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with good independence.
<p><u>Printing</u></p> <ul style="list-style-type: none"> Describe some varied techniques. Be familiar with layering prints. increasing confident in printing on paper and fabric. Alter and modify work with some support. 	<p><u>Printing</u></p> <ul style="list-style-type: none"> Describe varied techniques. Be confident with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently. 	<p><u>Printing</u></p> <ul style="list-style-type: none"> Describe a big variety technique. Be confident with layering various prints. Be confident with printing on paper and fabric using a range of techniques. Alter and modify work and explain reasoning.

Collage/Textiles

- Awareness of the potential of the uses of material.
- Use basic techniques, colours and textures etc when designing and making pieces of work.
- To be expressive and adapt, extend and justify their work.

Collage/Textiles

- Awareness of the uses of material.
- Use different techniques, colours and textures etc when designing and making pieces of work.
- To be expressive and analytical to adapt, extend and justify their work.

Collage/Textiles

- Awareness of the potential of the uses of a variety material.
- Use a large range of techniques, colours and textures etc when designing and making pieces of work.
- To be very expressive and analytical to adapt, extend and justify their work.