


 <p><b>Making Skills</b> (Procedural) Become proficient in Skills &amp; Techniques. Apply the formal elements to own work</p>	Drawing	Skill & Control	Pupils develop control when drawing using simple 2D geometric shapes. Pupils explore the concept of light and dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials.
		Techniques	Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms.
		Purpose	Pupils draw for pleasure, developing an interest in things in the world around them. Draw from imagination and observation.
	Painting	Skill & Control	They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Pupils develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. They paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.
		Techniques	They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is suitable for a give task.
		Colour	Pupil’s use colours imaginatively learning that colour can be used to show their thoughts and feelings.
		Form	Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form.
	Design	Pupils should design & make something they have imagined or invented. This might be realising a drawing then modelling it in three dimensions.	
	Craft	Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Images are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.	
	3d Sculpture, Printmaking, Computers, Clay etc	<p><b>Printing</b> Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials; card, string, foam, textured materials and paper, clay, polystyrene etc.</p> <p><b>Computers:</b> They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos.</p> <p><b>3D sculpture</b> Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to make things they have designed, invented or seen.</p>	
 <p><b>Generating Ideas</b> (Conceptual) Explore Ideas</p>	Develop & Share Ideas	This may be coming up with an idea linked to a theme or topic they are studying.	
	Experiences, Imagination	Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.	

Record Feelings & Experiences		
 <p><b>Knowledge</b> (Factual) Learn great Artists, Craft &amp; Design Learn how artists use formal elements</p>	Artist, Craftspeople, Designers	Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.
	Formal Elements	Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.
 <p><b>Evaluation</b> (Metacognition) Evaluate and Analyse own &amp; others work</p>	Identify similarities and differences to others' work	Use evaluation to understand what they need to do to improve and that all artists do this. Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.
	Make choices & decisions	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.