


 <p><b>Making Skills</b> <b>(Procedural)</b> Develop skills &amp; techniques. Experiment with materials. Make art for purposes. Use sketchbooks to record ideas, feelings and observations.</p>	Drawing	Skill & Control	Further develop their ability to accurately identify and render 2D and 3D geometric shapes when drawing things from observation or second-hand sources. Make progress in controlling shading with graphite, chalks and charcoal to describe form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)
		Techniques	Make drawings with pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.
		Purpose	Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or from photos they have taken) alter the viewpoint of objects.
	Painting	Skill & Control	Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour or acrylic for example. Know when to use these paints & name some of their properties
		Techniques	Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.
		Colour	Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.
		Form	Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.
	Design	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc.	
	Craft	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
	3d Sculpture, Printmaking, Computers, Clay etc	<b>Printing</b> Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. <b>3D sculpture</b> Design and make in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging. <b>Computers:</b> Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.	
 <p><b>Generating Ideas</b> <b>(Conceptual)</b></p>	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.	
	Experiences, Imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.	
	Develop Ideas	Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.	

<p>Generate and review ideas. Produce creative work.</p>		
 <p><b>Knowledge</b> <b>(Factual)</b> Learn great artists, craftspeople, architects &amp; designers</p>	<p>Learn great artists, craftspeople, architects &amp; designers</p>	<p>Study famous works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>
 <p><b>Evaluation</b> <b>(Metacognition)</b> Evaluate and Analyse own &amp; others work</p>	<p>Increasing understanding of purpose &amp; intention for art</p> <p>Awareness of choices &amp; decisions</p>	<p>Orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. Orally describe their thoughts, ideas and intentions.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p>