Making Skills **(Procedural)** Develop skills & techniques. Experiment with materials. Make art for purposes. Use sketchbooks to record ideas, feelings and observations.	Drawing	Skill & Control	Draw with increasing confidence in own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.
		Techniques	Pupils work in a range of media with increasing confidence (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 for example). They have greater choice over what materials they should use, working to own strengths and personal tastes.
		Purpose	Learn more styles of drawing and learn how drawing is used in art; 1. graphic (*cartoon, graffiti, fashion design etc.)* 2. realistic (*portrait, still life etc.*) 3. technical (*architecture, product design, plans, diagrams, instructions*) 4. Illustration (*books, magazines*) 5. Abstract (*fine art*) 6. Sculptural (*3D, wire, card, architectural models*) 7. Digital (*using computers, tablets, film*) other materials.
	Painting	Skill & Control	Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.
		Techniques	Paints from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.
		Colour	Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. They should ideally also understand colour relationships such as complimentary and harmonious colours.
		Form	They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint, paint undercoats and apply the paint carefully, thinking about effects and detail.
	Design		Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design for example. To solve design problems, to invent, create or imagine.
	Craft		Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc.
	3d Sculpture, Printmaking, Computers, Clay etc		**Printing** Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. **3D sculpture** Design and make more complex forms 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.

		Computers: Produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.
Generating Ideas **(Conceptual)** Generate and review ideas. Produce creative work.	Sketchbooks	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes; pleasure, thoughts, ideas & expression.
	Experiences, Imagination	Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media to use.
	Develop Ideas	Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.
Knowledge **(Factual)** Learn great artists, craftspeople, architects & designers	Learn great artists, craftspeople, architects & designers	Study famous works of art using the following method: • *Content* – Describe the art. What social, historical factors affect the work? • *Process* – When & how was the work made? What materials & techniques are used? • *Formal elements* – line, tone, colour, shape, form, composition, pattern, texture. • *Mood* – what emotions does the work convey? **Applying:** Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.
Evaluation **(Metacognition)** Evaluate and Analyse own & others work	Increasing understanding of purpose & intention for art	They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.
	Awareness of choices & decisions	Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.