



## Thurlstone Primary School

# Knowledge and Skills Progression Plan for Art and Design



Golden  
Threads

Under the 'Golden Threads' Art and Design is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick.

1: **The art of drawing and painting**

2: **The art of printing**




3: **The art of sculpture**

**The key concepts:** line, shape, form, space, colour, tone, texture and pattern are embedded with our curriculum plans.

### EYFS Art Knowledge and Understanding and Composite Questions for Exploration








#### Knowledge and Understanding Core Strands from the Curriculum

FS1 (MAIN FEEDER SETTING)	FS2
	To explore colour and colour mixing. To build on prior learning and refine and develop their use of materials and tools – paint, pencils, pens, chalks, paper, card, fabric watercolour painting, observational drawing (link to UTW NW), transient art, collage and sculpture etc.
Lines of Enquiry	Lines of Enquiry
<ul style="list-style-type: none"> <li>What would be the best colour to use for this? Why?</li> <li>What has happened when these colours have mixed?</li> <li>How can I make a colour (if it isn't available to me)? What else could I use?</li> </ul>	<ul style="list-style-type: none"> <li>What do I want to represent/create? What do I already know that could help me?</li> <li>What tools and materials do I need?</li> <li>Which tools and materials are the most suitable for my project? Why?</li> <li>What techniques can I use to complete or adapt/enhance my work?</li> <li>How can I create an effect? – fur, scales, texture, hair, clothing, 3 dimensional etc.</li> <li>What does this material make me think of? What could I use it to represent?</li> <li>How would/could I improve this? What would I change/do differently?</li> <li>What skills do I want to improve?</li> <li>What different ways can I find to use this material/tool?</li> </ul>
<b>Knowledge and Understanding Core Strands from the Curriculum</b>	
To understand the use of basic creative tools – pencil, pen, scissors, glue sticks, paint brush, spatula etc.	To understand how artists communicate working theories, feelings and understandings through the visual arts.
Lines of Enquiry	Lines of Enquiry
<ul style="list-style-type: none"> <li>What different shapes and marks can I make with this tool?</li> <li>Which tool do I need for this purpose? (cut/draw/stick/sweep etc.)</li> <li>Why isn't this tool the right one?</li> <li>What skills are needed to use – a pen/pencil, a hand-held brush, a spatula, a glue stick etc. – how do they develop step-by-step? (link to PD fine motor)</li> </ul>	<ul style="list-style-type: none"> <li>What do I notice about this piece of art?</li> <li>What do I like about it?</li> <li>What would I change? Why?</li> <li>What materials and tools did the artist use?</li> <li>What techniques are used?</li> <li>How does this technique work?</li> <li>What colours are used?</li> </ul>

		<ul style="list-style-type: none"> <li>• Why did the artist like to use this technique/material/tool?</li> <li>• What does this image make you think/feel?</li> </ul>
<b>Knowledge and Understanding Core Strands from the Curriculum</b>		
To find out about the uses of and basic techniques for different art materials – e.g. paint collage materials, mark making equipment etc.	To create representations of imaginary and real-life ideas, events, people and objects.	
<b>Lines of Enquiry</b>	<b>Lines of Enquiry</b>	
<ul style="list-style-type: none"> <li>• What different shapes and marks can I make with this material?</li> <li>• What do I notice about this material? How would I describe it? What different ways could it be used? Where could it be used?</li> <li>• What skills are needed to use – a paint, pens and pencils, collage, loose parts etc. – how do they develop step-by-step?</li> </ul>	<ul style="list-style-type: none"> <li>• What do I want to create?</li> <li>• What processes/techniques would be useful?</li> <li>• What materials/tools could I use? Are there any techniques I could combine?</li> <li>• What features do I notice/recognise in this person/character/place/object/animal/building/scene? How can I recreate this?</li> <li>• How can I use what I have learnt about art and artists to help me here?</li> <li>• What is the first step I need to explore?</li> <li>• What comes next?</li> <li>• What else could I try?</li> </ul>	
<b>EYFS END POINTS</b>		
<ul style="list-style-type: none"> <li>• Know that materials can be soft and easy to shape.</li> <li>• Know that paper and fabrics can be used to create art, including tearing, cutting and sticking.</li> <li>• Know that the primary colours are red, blue and yellow.</li> <li>• Know how to use a range of methods of paint application – paint brushes, sponges etc</li> <li>• Know how to make simple prints using a variety of tools, including print blocks and rollers.</li> <li>• Know how to use pencils and other media to make different types of lines including thick, thin, straight, zigzag, curvy and dotted.</li> <li>• Know how to use natural materials such as pebbles, leaves and twigs to make simple 2D and 3D forms.</li> <li>• Know that a painting of a place is called a landscape</li> <li>• Explore some significant artists and talk about their likes and dislikes</li> <li>• Discuss their own and others work using words from the 7 Elements of Art poster</li> </ul>		
<b>EYFS FS2 Core Artists</b>		
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>FS2</b>		
<p><b>The Art of drawing</b> Kandinsky <b>Medium:</b> Pencil and paint</p> 	<p><b>The art of printing</b> Matisse <b>Medium:</b> pencil and paint</p> 	<p><b>The art of sculpture</b> Anthony Caro <b>Medium:</b> metal</p> 
<b>The national curriculum for art and design aims to ensure that all pupils:</b>		








- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught: <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products;</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>• to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space;</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• to 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;</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas;</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay);</li> <li>• about great artists, architects and designers in history.</li> </ul>






Autumn Term							
Key Artist / Questions							
FS2	Y1	Y2	Y3	Y4	Y5	Y6	
<b>The Art of sculpture</b> <b>Artist:</b> Sir Anthony Caro <b>Medium:</b> mixed media, sculpture 	<b>The Art of Drawing and Painting</b> <b>Artists:</b> Picasso / George Braque <b>Medium:</b> pencil and Paint 	<b>The Art of Drawing and Painting</b> <b>KEEP IT LOCAL</b> <b>Artists:</b> Brian Wildsmith <b>Medium:</b> pencil and Paint 	<b>The Art of Sculpture</b> <b>Stimulus:</b> Prehistoric / Stone Age art <b>Medium:</b> pencil and Paint, <b>Sculpture:</b> Clay or Papier-Mâché 	<b>The Art of Drawing and Painting</b> <b>Artist:</b> Margaret Godfrey <b>Medium:</b> pencil and Paint (Mixed) 	<b>The Art of Drawing and Painting (Digital art)</b> <b>Artist:</b> Georgia O'Keefe <b>Medium:</b> pencil and Paint 	<b>The Art of Sculpture</b> <b>KEEP IT LOCAL</b> <b>Artist:</b> Henry Moore (War Sculpture) <b>Medium:</b> pencil and paint, sculpture (Wire and Papier-mâché or clay) 	
Who is Anthony Caro Mason?	Who was Picasso?	Who is Brian Wildsmith? Where is he from?	What is prehistoric art?	Who was Margaret Godfrey?	Who is Georgia O'Keefe?	Who is Henry Moore?	

	<p>How does he make art? What does he use? <a href="https://www.tate.org.uk/kids/make/sculpture/make-junky-funky-sculpture">https://www.tate.org.uk/kids/make/sculpture/make-junky-funky-sculpture</a></p>	<p>What are some of his most famous pieces of artwork? What style of art did Picasso produce? What did Picasso mainly produce? Which words would you use to describe his artwork? What sort of colours did Picasso use? What are the primary colours? What do you like / dislike about this painting?</p>	<p>What are the focus of his paintings? What style of art did Brian Wildsmith produce? What sort of colours did Brian Wildsmith use? What do you like / dislike about this paintings?</p>	<p>How old is the artwork? Do you think the artwork has changed over time? What materials were used? Where was the artwork drawn / painted? Who and why was the artwork created? What influenced the pictures created?</p>	<p>What are some of her most famous pieces of artwork? What style of art did Margaret Godfrey produce? What sort of colours and techniques did she use? Which do you think are the most effective? What do you like / dislike about this painting? Which painting do you prefer and why?</p>	<p>What are some of her most famous pieces of artwork? What style of art did Georgia O'Keefe produce? What and who was Georgia O'Keefe What sort of colours and techniques did she use? Which do you think are the most effective? What do you like / dislike about this painting? Which painting do you prefer and why?</p>	<p>What are some of his most famous pieces of artwork/ sculptures? What was his artwork influenced by? What art mediums did he use? Was he influenced by any artists or events? What sort of colours and techniques did he use? Which do you think are the most effective? What do you like / dislike about this painting? What mood do Henry Moore's paintings and sculptures convey? Which painting / sculpture do you prefer and why?</p>
	<p><b>Know</b> that Anthony Caro is a sculptor. <b>Know</b> that Anthony Caro was English. <b>Know</b> that he uses metal to make his sculptures <b>Know</b> that he makes his sculpture to look like they are moving.</p>	<p><b>Know</b> that cubism is a style of painting when artists use cubes and other 2-D and 3-D shapes to create a whole picture. <b>Know</b> that 2 of Picasso's most famous paintings</p>	<p><b>Know</b> that Brian Wildsmith was a local artist from Penistone. <b>Know</b> that Brian painted pictures of the nature he spotted in and around Penistone.</p>	<p><b>Know</b> that the first Britons painted on cave walls as a way of communicating and telling stories. <b>Know</b> that cave paintings date back to the Stone Age (10,000BC)</p>	<p><b>Know</b> that Margaret Godfrey is a symbolic painter (believing art represents an emotion or an idea). <b>Know</b> her artwork includes both representational and abstract styles.</p>	<p><b>Know</b> that Georgia O'Keefe is known for painting up-close flowers and colourful landscapes. <b>Know</b> that Georgia O'Keefe painted abstract style. <b>Know</b> that Georgia O'Keefe used her</p>	<p><b>Know</b> that Henry Moore was a British artist and from Leeds. <b>Know</b> that Henry Moore was known for his sculptures made from bronze. <b>Know</b> that a sculpture from the</p>

	<p>are: Weeping Woman and Guernica.</p> <p><b>Know</b> that cubism includes lots of overlapping shapes.</p> <p><b>Know</b> that Picasso was a Spanish artist who created many different paintings, sculptures and ceramics.</p>	<p><b>Know</b> that many of Brian's paintings were used to illustrate children's books.</p>	<p><b>Know</b> that the first Britons had no paper or pencils so they used the cave walls to create their artwork on.</p> <p><b>Know</b> that paints were made from clay, berries and ground up stones in the Stone Age.</p> <p><b>Know</b> that paintbrushes were made from sticks and moss/leaves.</p> <p><b>Know</b> that Stone Age people were inspired by hunting and their day to day lives when creating cave paintings.</p>	<p><b>Know</b> she painted many volcanoes which include abstract designs.</p> <p><b>Know</b> she painted images including geometry, pattern, explosive colour and playfulness.</p>	<p>surroundings as her muse (inspiration).</p> <p><b>Know</b> that Georgia O'Keefe used the mediums of pastel, charcoal, watercolour and oil.</p>	<p>Maya civilisation of a figure lying down influenced his own work.</p> <p><b>Know</b> that Moore created semi-abstract figures of humans.</p> <p><b>Know</b> that Moore worked with stone, bronze and other materials.</p> <p><b>Know</b> that one of Moore's sculptures was put in the West German parliament building in 1979.</p>
<p><b><u>Vocabulary:</u></b></p> <p>Sculpture Shape Cut Fold Bend Stick Attach Balance join</p>	<p><b><u>Vocabulary</u></b></p> <p>Open/ closed shapes line outline sketch detail thickness techniques colour names cubism Primary colour Secondary Colour Bright(ness) Brush size Mix Rollers Pads</p>	<p><b><u>Vocabulary</u></b></p> <p>Primary colour Secondary colour Sgraffito Splatter Brian Wildsmith Tint Tone (warm colour, cool colour, wet on wet, wash, pointillism)</p>	<p><b><u>Vocabulary</u></b></p> <p>Texture Carve Symbols Decorative Texture Sculptor Sculpture Mould (symbolic, petroglyph, pictograph)</p>	<p><b><u>Vocabulary:</u></b></p> <p>Soft Hard Shading Technique Radiating Pattern Structure Primary, secondary and tertiary colour. Background Mid-ground Foreground Landscape (shading, rhythmic, linear pattern)</p>	<p><b><u>Vocabulary</u></b></p> <p>Analogous colour Gradation Impressionism Proximity Complementary Harmonious (primary, secondary, tertiary colour)</p>	<p><b><u>Vocabulary:</u></b></p> <p>Abstract Armature Structure Mould Malleable Manipulate Marquette Sculpture Perspective Stable / stability</p>

	Control					
<b>Spring Term</b>						
<p><b>The art of printing</b>  <b>Artist:</b> Matisse  <b>Medium:</b> pencil and paint</p> 	<p><b>The Art of Printing</b>  <b>Artist / Stimulus:</b> Wheels, lego and different parts of toys  <b>Medium:</b> pencil, paint, <b>print</b></p> 	<p><b>The Art of Printing (Architecture link)</b>  <b>Artists / Stimulus:</b> Paul Klee (Castle and sun) / Kandinsky (F2) London Landmarks using foam shapes to print.  <b>Medium:</b> pencil, paint, <b>print</b></p> 	<p><b>The Art of Drawing and Painting</b>  <b>Artist:</b> Hokusai  <b>Medium:</b> pencil, paint.</p> 	<p><b>The Art of Sculpture (Architecture link)</b>  <b>Artist:</b> Zaha Hadid  <b>Medium:</b> Paper / Card Sculpture</p> 	<p><b>The Art of Printing</b>  <b>Artist:</b> Frida Kahlo  <b>Medium:</b> pencil, paint, <b>print</b></p> 	<p><b>The Art of Drawing and Painting (Digital link)</b>  <b>Artist:</b> Victoria Topping  <b>Medium:</b> pencil, paint. <b>Print</b></p> 
<p>What is printing?  What can we use to print with?</p>	<p>What is printing?  What is print used for?  How is a print created?  Which different objects can create a print?  Which parts of the object are printed?  Which objects do you think will leave a print?</p>	<p>What is printing?  What is printed used for?  How is a print created?  Which different objects can create a print?  How can I use Styrofoam to create a block print?  Who is Paul Klee?  What are some of his most famous artworks?</p>	<p>Who was Hokusai?  What are some of his most famous pieces of artwork?  What style of art did Hokusai produce?  What sort of colours and techniques did she use? Which do you think are the most effective?  What do you like / dislike about this piece of artwork?  Which painting do you prefer and why?</p>	<p>Who was Zaha Hadid?  What was she famous for?  What is an architect?  What is architecture?  What inspired the designs of Zaha Hadid?  What stages does an architect have to take before their designs are turned into real buildings or structures?  Where are some of her famous buildings located?</p>	<p>Which different styles of printing have you used before?  What is lino or relief printing?  What tools will I need to use?  Which part of the design creates the print?  Who was Frida Kahlo?  What are some of her most famous artworks?  What was she inspired by?</p>	<p>Who is Victoria Topping?  What is she known for?  What technique does she use to create her pieces of artwork?  What inspires her work?  How does she use multiple layers and images to create her pieces of artwork?</p>

					How does her architecture compare to village building?	What do you like / dislike about her works of art?	
	<p><b>Know</b> that Matisse is an artist.</p> <p><b>Know</b> that he used shapes and colour.</p> <p><b>Know</b> that he printed with objects to make pictures.</p> <p><b>Know</b> that Matisse was from France.</p>	<p><b>Know</b> that printing makes a copy. You can paint your hand and press it down on paper and you would see a copy of your hand print.</p> <p><b>Know</b> that your shoe makes a print if you step in mud or paint.</p> <p><b>Know</b> that paint needs to cover the design and it is pressed down.</p> <p><b>Know</b> that a print can be made by different objects (e.g.: plastic shapes of lids, leaves, lego, wheels etc.)</p>	<p><b>Know</b> that Paul Klee is a German artist who was born in Switzerland.</p> <p><b>Know</b> that one of Paul Klee's famous artworks is 'Castle and Sun.'</p> <p><b>Know</b> this painting was created out of squares, circles, rectangles and triangles.</p>	<p><b>Know</b> that Hokusai was a Japanese print maker who specialised in wood block prints.</p> <p><b>Know</b> that Hokusai was influenced by landscape artists and the views of Mount Fuji.</p>	<p><b>Know</b> Zaha Hadid was an architect known for her radical deconstructivist designs (fragments of construction).</p> <p><b>Know</b> that sculptures begin from a concept (idea) that is a paper based design.</p> <p><b>Know</b> that architects plan and design the construction and development of buildings and land areas.</p> <p><b>Know</b> some of the buildings Zaha Hadid designed eg: Heydar Aliyev Centre Baku, Azerbaijan, the MAXXI museum, Sheikh Zayed Bridge, London Aquatics Centre and Riverside Museum.</p> <p><b>Know</b> Zaha Hadid was influenced by artist Kazimir Malevich.</p>	<p><b>Know</b> that Frida Kahlo was a Mexican artist.</p> <p><b>Know</b> that Frida Kahlo was an important figure for feminists.</p> <p><b>Know</b> that Frida Kahlo mainly worked in the medium of oil.</p> <p><b>Know</b> that Frida Kahlo lived in pain from having polio as a child.</p> <p><b>Know</b> that Frida Kahlo used symbolism to paint her pain.</p>	<p><b>Know</b> that Victoria Topping is an English artist and illustrator.</p> <p><b>Know</b> that Victoria Topping uses a combination of traditional and digital techniques.</p> <p><b>Know</b> that Victoria uses vivid colour, bold forms and recurring motifs.</p> <p><b>Know</b> that Victoria is influenced by exotic flora and fauna and traditional folk art.</p> <p><b>Know</b> the difference between complementary and harmonious colours.</p> <p><b>Know</b> that Victoria's first book (Mythologica) was awarded non-fiction book of the year on Amazon.</p>

					<b>Know</b> some of her famous buildings are located Abu Dhabi, London, Glasgow, Germany.		
<b><u>Vocabulary</u></b> Print Rub Press Tear repeat	<b><u>Vocabulary</u></b> Printing Rubbing Smudge Image Surface Pressure Hard/soft materials Plasticine Foam Copy Design	<b><u>Vocabulary</u></b> Polystyrene Rotating Print Block printing Relief printing Straight Curved Roller Landmark Copy (repeating pattern, natural, man-made, primary colour, secondary and tertiary colour)	<b><u>Vocabulary</u></b> Shade Texture Tint Tone Line Primary colour Secondary colour Background Foreground Mid-ground Landscape / seascape (detail, mixing, animation)	<b><u>Vocabulary:</u></b> Architect Architecture Concept (Idea / design) Curve Construct Scale Proportion Perspective Organic / Geometric design Form Figure Structure	<b><u>Vocabulary</u></b> Emphasis Symbolism Mono-print Feminism Portrait Lino Carving Relief print (intaglio)	<b><u>Vocabulary:</u></b> Layers Motif Tertiary colour Vivid Complementary Harmonious Contrast Digital Traditional	
<b>Summer Term</b>							
<b>The art of drawing</b> Artists: Kandinsky  Medium: Pencil and paint  	<b>The Art of Sculpture</b> Artist: Andy Goldworthy Medium: pencil, paint, sculpture (Natural materials)  	<b>The Art of Sculpture</b> Artist: Alexander Calder Medium: pencil, paint, paper sculpture ('stable structures')  	<b>The Art of Printing</b> Stimulus: Indian design and patterns Medium: pencil, paint, foam block and string print  	<b>The Art of Printing</b> Stimulus: Anglo-Illuminated letter prints and patterns. Medium: pencil, paint, foam tile print  	<b>The Art of Sculpture</b> <b>KEEP IT LOCAL</b> Artist: L.S Lowry Medium: pencil, paint, sculpture wire, foil and clay  	<b>The Art of Printing</b> Artist: William Morris Medium: pencil, paint, print, textiles.  	
How was Kandinsky? What colours can you see?	Who is Andy Goldworthy? What is the job of a sculptor?	What is sculpture? What is the difference between	What is paisley? Where did paisley print originate from?	What does the word illumination mean? What is an illuminated letter?	Who is LS Lowry? What are some of his most famous pieces of artwork?	Who is William Morris? What did William Morris produce?	



	<p>What shapes can you see?          What do you notice about this piece of art?          What do you like about it?          How does it make you feel?          What words can you use to describe it?</p>	<p>What materials did Andy Goldsworthy use?          What are 'natural materials'? What natural materials can we find in the school environment?          What shapes can you make with your materials?          What does 'abstract' mean?          What is a 'sculpture'?          What minibeast can you make using the natural materials?</p>	<p>sculptor and sculpture?          What types of materials can you use to make a sculpture?          Who is Alexander Calder?          What are some of his most famous artworks?          What materials did he use?          What shapes and forms can you see in the sculpture?          What techniques can we use to make paper sculptures?</p>	<p>Why do we call it paisley?          What are some of the features of the paisley pattern?          What do you like/dislike about paisley patterns?          What sort of techniques do we use to print?</p>	<p>Where were/are they used/seen?          What is a manuscript?          How were they made?          Which materials can be used for printing?          What is a collagraph?          How do you create a collagraph?          How do you overprint?</p>	<p>What style of art is LS Lowry known for?          What sort of colours and techniques did he use?          Do you think the use of Matchstick men worked well?          What do you like / dislike about this painting?          Which painting do you prefer and why?          What is happening in the picture?          Where has this figure been? Where are they going to?</p>	<p>How did he create his designs?          What are some of his famous designs?          What was Morris' inspiration for his pieces?          What is block printing?          What types of inks did William Morris use?</p>
	<p><b>Know</b> that Kandinsky used colour and shape to express emotions and feelings.  <b>Know</b> that Kandinsky was from Russia.</p>	<p><b>Know</b> that Andy Goldsworthy is a British Artist.  <b>Know</b> that Andy Goldsworthy makes sculptures using natural materials.  <b>Know</b> that Andy Goldsworthy makes 'land art'.  <b>Know</b> that Andy Goldsworthy photographs his art.  <b>Know</b> that Andy Goldsworthy records how his art changes over time using photographs</p>	<p><b>Know</b> that Alexander Calder is most well-known for his mobiles and 'stable' stable structures.  <b>Know</b> that Calder invented the mobile when he decided to create a drawing in the air.  <b>Know</b> they are called 'mobiles' because they moved when the wind blew.  <b>Know</b> his artworks were often inspired by nature: rain, snow and leaf flurries.</p>	<p><b>Know</b> that the paisley pattern originated in India and was based on an Indian pine cone.  <b>Know</b> that we call it paisley in England due to the high volume of the pattern being produced in Scotland, in the town of Paisley.  <b>Know</b> that Paisley is used for lots of Indian clothing and is full of vibrant colours.</p>	<p><b>Know</b> the word 'illuminated' comes from the Latin word illuminare, meaning "light up."  <b>Know</b> in Medieval times, all books were hand written and decorated by hand, usually by priests and monks. They were seen as very precious works of art, and you had to be very skilled to produce them.  <b>Know</b> illumination means pages or letters decorated by</p>	<p><b>Know</b> that LS Lowry was an artist born in the Victorian times.  <b>Know</b> that LS Lowry painted the industry around Lancashire and Yorkshire.  <b>Know</b> that Lowry used a limited colour palette.  <b>Know</b> that Lowry is famous for painting Matchstick Men.</p>	<p><b>Know</b> that William Morris William (24 March 1834 – 3 October 1896) was a British textile designer, poet, artist, novelist, architectural conservationist, printer, translator and socialist activist associated with the British Arts and Crafts Movement.  <b>Know</b> that William Morris was particularly famous for his wallpaper and textile designs.</p>

			<p><b>Know</b> he was really good at maths and studied engineering and this influenced his designs</p>		<p>hand with gold, silver or coloured designs.  <b>Know</b> the illuminated manuscripts were created in monasteries by monks or nuns and there were usually three people involved. These were the parchmenter, who prepared calf or sheep skins to be used for the pages of the book; the scribe, who wrote the words on to each page; and the illuminator, who created the decorated letters.</p>		<p><b>Know</b> the 'Strawberry Thief' is one of Morris' most famous designs.  <b>Know</b> that Morris was inspired by the herbs and flowers which grew in the gardens around his home.  <b>Know</b> that William Morris often used natural dyes to produce his designs on fabric.</p>
	<p><b><u>Vocabulary:</u></b>  Colours  Shapes  Wavy  Straight  Curved  Thick  Thin  Zigzag  Line  Primary  Colour names</p>	<p><b><u>Vocabulary</u></b>  Recyclable  Malleable  Structure  Shape  Form  Sculptor  Sculpture</p>	<p><b><u>Vocabulary</u></b>  Alexander Calder  Stabile  Structure  Sculpture  Curve  Twist  Model  Sculptor  Construct  Assemble  (cut, stick, fold, bend, attach,</p>	<p><b><u>Vocabulary</u></b>  Block printing  Paisley  Printing ink  Roller  Carve  Relief printing  (layering)</p>	<p><b><u>Vocabulary:</u></b>  Illuminated  Impressed  Raised  Repeat  Continuous  Manuscript  Collograph  Decorated  (foam tile, combinations, block, overprint)</p>	<p><b><u>Vocabulary</u></b>  Naïve art  Scale  Proportion  Perspective  Back ground  Foreground  Mid-ground  Industrial landscape  Manipulate  Mould</p>	<p><b><u>Vocabulary:</u></b>  Embroidery  Embellishment  Textile  Print  Lino  Carve  Template  Replicate  Intricate  Designer  Colour palette  Contrasting  Complementary</p>

			architect, architecture)				
<b>Sketchbooks</b>	<b>Key Stage 1</b>			<b>Key Stage 2</b>			
	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		Start to record simple media explorations in a sketch book.	Use a sketchbook to plan and develop simple ideas.	Use a sketch book to record media explorations and experimentations as well as try out ideas and plan colours.	Use a sketch book to record media explorations and experimentations as well as try out ideas and plan colours and collect source material.	Use sketch books to collect and record visual information from a wide range of sources and begin to reflect upon ideas.	Engage in open ended research about a focus artist, using a sketchbook to gather ideas and to generate questions to explore.  Independently refine technical skills in order to improve their use of materials and techniques.
		Begin to make notes on shape, line and colour	Make notes on shape, line and colour used by themselves and other artists.	Begin to make notes in a sketchbook about the techniques used by artists and themselves.	Make notes in a sketchbook about the techniques used by artists and themselves.	Begin to make more detailed notes about the drawing techniques used by artists and themselves.	Make detailed notes, including feelings and opinions about the work and drawing techniques of famous artists, themselves and their peers work.
	Experiment with a variety of tools such as pencils, crayons, pastels, felt-tips, charcoal, fine-liner, chalk and other dry media.	Begin to control the types of marks made with a range of media such as: crayons, pastels, felt tips, charcoal, pen and chalk.	Demonstrate control over the types of marks made with a range of media.	Demonstrate increasing control over the types of marks made with a range of media.	Begin to demonstrate a wide variety of ways to make different marks with dry and wet media.	Demonstrate a wide variety of ways to make different marks with dry and wet media.	

		Draw on different surfaces.	Draw on different surfaces and experiment with layering media.	Begin to use their sketchbook to collect and record visual information from different sources.	Begin to use their sketchbook to inform and influence their artwork.	Actively use their sketchbook to inform and influence their artwork.	Sketchbooks begin to demonstrate the artistic style of the user.	
	<b>FS2</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	
<b>Drawing</b>	Can grip and use a pencil.	Can use 3 grades of pencil when drawing.		Experiment with different grades of pencil and other implements.	Demonstrate experience in different grades of pencil and other implements.	Can select an appropriate grade of pencil for the chosen task.		
	Begin to take time and care while drawing.	Draw for a sustained period of time from the figure and real objects, including single and group objects.		Draw for a sustained period of time at their own level.	Draw for and increasing period of time at their own level.	Draw over a number of sessions working on one piece.	Draw for a sustained period of time over a number of sessions working on one piece.	
	Begin to explore the use of line, shape, pattern and colour.		Experiment with line, shape, pattern and colour.	Use different media to develop line, shape, pattern, colour and tone.	Use different media, with increasing control, to achieve line, shape, pattern, colour and tone.	Demonstrate a secure understanding of line, shape, pattern, colour, tone and space.	Make artistic choices, regarding the use of line, shape, pattern, colour, tone and space.	
	To fill in an enclosed shape with pencils	Explore drawing techniques such as: hatching and stippling.	Continue to explore drawing techniques, such as hatching, stippling and introduce blending.	Use a range of drawing techniques within their work with growing confidence.	Confidently use a range of drawing techniques within their work.	Use different techniques for different purposes within their own work.	Use different techniques for different purposes within their own work, understanding which works best and why.	
							Have opportunities to explore simple perspective in their work using a single focal point and horizon.	Develop further simple perspective in their work using a single focal point and horizon.

		Begin to develop an awareness of composition, scale and proportion in their work.	Develop an awareness of composition, scale and proportion in their work.
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Drawing Knowledge

**Know** a line is used to create an outline.  
**Know** that I can use a pencil to create lines (straight, wavy and zig zag)

**Know** the different between a straight and curved line.  
**Know** and can create lines of different thickness.  
**Know** and can recognise different line shapes (open, closed)  
**Know** that I can use a pencil to create lines (straight, wavy and zig zag) and dots for texture.

**Know** and remember lines can be open or closed.  
**Know** that a line is used to create a sketch or outline.  
**Know** that different grades of pencil create different shades (value).  
**Know** that different tones can be created with coloured pencils by applying different pressure.  
**Know** that different textures can be used to add detail to drawings (hatch, cross-hatch and stipple)

**Know** that different grade of pencils can be used to create different tones and textures to make surfaces appear rough or smooth.  
**Know** that pressure on a coloured pencil creates a more intensive colour (tone).  
**Know** using a sketch helps me develop and refine my art skills before producing a final piece of art.  
**Know** that the feeling of movement can be created from using curved lines.  
**Know** that lines and shapes can be used to create repeating patterns in a design.  
**Know** that lines and shapes can be used to represent different figures and forms.

**Know** that different grade of pencils can be used to create different tones and textures to make surfaces appear rough or smooth. R  
**Know** that different grades of pencil work better for fine detail.  
**Know** H pencils are hard and B pencils are soft.  
**Know** that different grades of pencil work better for shading.  
**Know** that shading, hatching, cross-hatching, stippling and stumbling can be used to create different tones and textures.  
**Know** that using sketches can help me to develop and refine my art skills before producing a final piece of work.

**Know** that a different grade of pencil can be used for the effect, shade or tone I am trying to achieve.  
**Know** that pressure on a coloured pencil creates a more intensive colour and can be used to create a 3-D effect (tone).  
**Know** using sketches can help me to develop, improve and refine my art skills before producing a final piece of work.  
**Know** using sketches can help me to develop, improve and refine my art skills before producing a final piece of work. R  
**Know** that distance and perspective can be conveyed through the element of space, scale and proportion.

**Know** that artwork is made up of different elements, often used to make a final piece of work (line, colour, form, shape, space, texture, value, pattern, tone)  
**Know** that lines can be used to depict movement and shadow.  
**Know** that value can be added to a drawing through the use of light and shade.  
**Know** using sketches can help me to develop, improve and refine my art skills before producing a final piece of work.  
**Know** that hatching and cross hatching can be used to add shadows or reflection.  
**Know** that pencil crayons can be used to create varying levels of colour intensity (tone) and understand how colours can be blended.

							<b>Know</b> that movement and perspective can be shown through the element of space, scale and proportion.
<b>Painting</b>	Experiment with paint media using a range of tools, e.g. different brush sizes, hands, rollers and pads.	Experiment with paint media using a range of tools, e.g. different brush sizes.	Experiment with tools and techniques, such as layering and mixing media	Experiment with different effects and textures such as: blocking in colour, washes, thickened paint etc.	Choose paints and implements appropriately.	Plan and create different effects and textures with paint according to what they need for the task.	Choose appropriate paint, paper and implements to adapt and extend their work.
	Begin to show control over the types of marks made by making shapes.	Continue to control the types of marks made with increasing precision	Begin to use paint brushes to create different effects and textures.	Become increasingly confident using paint brushes to create different effects and textures.	Become increasingly confident using paint brushes to create different effects and textures.	Control the types of marks made and the effects and textures produced.	Purposefully control the types of marks made and the effects and textures produced.
						Work on preliminary studies to test media and materials.	Carry out preliminary studies, test media and materials and mix appropriate colours.
	Work on a range of scales and surfaces with a range of media.		Gain confidence when working on different scales and surfaces.	Work confidently, beginning to make appropriate choices regarding paper and scale.	Work confidently, with ability to justify their choices regarding paper and scale.	Experiment with choice of paper and with scale of work. Be adventurous with choice of paper and with scale of work.	
	Can name primary colours and is beginning to mix secondary colours.	Can name primary colours and knows how to mix some secondary colours	Knows how to mix a range of secondary colours and create shades and tints with black and white.	Mix a variety of colours and know which primary colours make which secondary colours.	Mix and match colours with increasing accuracy.	Demonstrate an understanding of colours including primary and secondary, warm and cold, complementary and harmonious. Make artistic choices regarding the use of colour.	

	Begins to choose colours appropriately	Begin to reproduce the colours of different objects.	Reproduce the colours of different objects with increasing accuracy. Begin to recognise warm and cold colours.	Start to explore the colour wheel.	Continue to explore the colour wheel reinforcing warm and cold (Y2), complementary and contrasting.	Develop a painting from a lightly sketched drawing.	Work more confidently from an initial pencil sketch to a finished painting.
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Painting Knowledge	<p><b>Know</b> the primary colours are: red, yellow and blue.</p> <p><b>Know</b> different paint brush sizes create different sized strokes (lines).</p> <p><b>Know</b> that a secondary colour is made by mixing 2 primary colours.</p> <p><b>Know</b> that adding white makes a colour pale.</p>	<p><b>Know</b> the primary colours are: red, yellow and blue.</p> <p><b>Know</b> different paint brush sizes create different sized strokes (lines).</p> <p><b>Know</b> that adding more water to paint makes a colour less bright.</p> <p><b>Know</b> that adding more paint makes a colour brighter.</p> <p><b>Know</b> that a secondary colour is made by mixing 2 primary colours.</p> <p><b>Know</b> that mixing red and yellow creates orange.</p> <p><b>Know</b> how to make green by mixing yellow and blue.</p>	<p><b>Know</b> all the primary colours (red, yellow and blue).</p> <p><b>Know</b> how to mix two colours of paint to create a secondary colour.</p> <p><b>Know</b> that orange, green and purple are secondary colours.</p> <p><b>Know</b> that brown is a tertiary colour made from red, yellow and blue.</p> <p><b>Know</b> what a warm colour is.</p> <p><b>Know</b> what a cool colour is.</p> <p><b>Know</b> that a tint is created by adding white.</p> <p><b>Know</b> that a shade is created by adding black.</p>	<p><b>Know</b> all primary colours.</p> <p><b>Know</b> all secondary colours.</p> <p><b>Know</b> a tertiary colour is made from mixing a primary and a secondary colour.</p> <p><b>Know</b> that different brushes can be used to create different effects (textures) in paintings.</p> <p><b>Know</b> some of the techniques used by artists eg: Van Gogh (Short brush strokes)</p> <p><b>Know</b> that lines and shapes can be used to create repeating patterns in a design.</p>	<p><b>Know</b> all primary colours can make secondary and tertiary colours.</p> <p><b>Know</b> that different paint brushes can be used to create different effects.</p> <p><b>Know</b> lines can be used to show texture when painting.</p> <p><b>Know</b> that a marbling effect can be created with paint or ink.</p> <p><b>Know</b> that bleeding is when one colour runs into another.</p> <p><b>Know</b> that line, shape and colour can be used to represent figure and form in movement.</p>	<p><b>Know</b> that you can organise line, tone, shape and colour to represent figures and forms.</p> <p><b>Know</b> that a colour wash is a semi-transparent layer of colour used for background using watercolour paint.</p> <p><b>Know</b> that a wash is a watery form of watercolour paint.</p> <p><b>Know</b> a colour palette will help me replicate the colours used by an artist being studied.</p>	<p><b>Know</b> and can create primary, secondary colours; contrasting and complimentary colours.</p> <p>Begin to build a knowledge of a wide range of colours and colour names from the 'colour thesaurus' vocabulary grid.</p> <p><b>Know</b> the appropriate tools for my artwork.</p> <p><b>Know</b> that to colour match accurately you can create colour palettes for pieces of artwork.</p> <p><b>Know</b> that you can organise line, tone, shape and colour to represent figures and forms</p> <p><b>Know</b> that a colour wash is a semi-transparent layer of colour used for background using watercolour paint.</p> <p><b>Know</b> that a wash is a watery form of watercolour paint.</p>
	Explore printing pictures with a range of materials	Explore printing simple pictures with a range of hard and	Continue to explore printing simple pictures with a range	Continue to explore relief printing and mono printing.	Understand how to create a colour	Show experience in a range of mono print techniques.	Demonstrate experience in a

Printi ng		soft materials e.g plasticine and foam.	of hard and soft materials e.g. plasticine, cork, sponge.		print using mat-board. Use a cutting blade safely. <a href="https://www.youtube.com/watch?v=ZaCqhpox24k">https://www.youtube.com/watch?v=ZaCqhpox24k</a>		range of printmaking techniques.
	Print into dough with a range of materials	Design their own printing block.	Explore mono printing. Make simple marks on Styrofoam and print.	Print simple pictures using different printing techniques.	Expand experience in colour printing with more than one colour.	Design their own outline print using soft lino.	Use soft lino to create a detailed print.
	Use and explore printing blocks that print in relief.	Explore printing in relief. Use string and card.	Demonstrate experience at impressed printing using styrofoam.	Begin to demonstrate experience in two colour printing.	Continue experimenting with overprinting motifs using more than one colour.	Start to overlay prints with other media.	Combine print with other art mediums e.g.: embroidery to create an item with a purpose e.g.: a cushion
		Explore impressed printing. Drawing into ink, printing from objects.	Design prints of increasing complexity on Styrofoam.	Experiment with overprinting motifs using a combination of colours.	Print onto different materials including fabric.	Print onto a range of different materials.	Be confident in printing onto different materials.

<p><b>Printi ng Knowl edge</b></p>	<p><b>Know</b> that printing makes a copy. You can paint your hand and press it down on paper and you would see a copy of your hand print. <b>Know</b> that a print can be repeated to create a repeating pattern. <b>Know</b> that a print can be made by different objects (e.g.: plastic shapes of lids, leaves, lego, wheels etc.)</p>	<p><b>Know</b> that paint needs to cover the design and it is pressed down. <b>Know</b> that repeated prints are used on fabric and wall paper. <b>Know</b> there are lots of different ways to create a print using natural or man-made materials.</p>	<p><b>Know</b> different materials (both natural and manmade) can be used to create a print. <b>Know</b> that paint or ink covers the design before being pressed down to make a copy. <b>Know</b> that by pressing a design into a material eg: foam, you can create a texture or design on a print called an impressed print. <b>Know</b> and recognise some of the materials which can be used to make a print eg: plasticine, cork, sponge, open and closed shapes.</p>	<p><b>Know</b> what printing is (impressed and raised) <b>Know</b> that a roller is used to apply ink or paint to a design. <b>Know</b> that pressure is applied to transfer the print to paper or fabric. <b>Know</b> the print creates a reverse copy.</p>	<p><b>Know</b> that printing makes a copy and can be created from an impressed or raised design. <b>Know</b> printing makes a copy and can be created from an impressed or raised design <b>Knows</b> and names equipment needed to create a print. <b>Know</b> and name some of the printing techniques they have used in school already. <b>Know</b> that a collograph is a raised print. <b>Know</b> that to overprint means you can use more colour combinations and detail.</p>	<p><b>Know</b> what some of the different printing techniques are and can name these: impressed (intaglio) and collograph (raised). <b>Know</b> that lino printing is relief (intaglio) printing. <b>Know</b> that when using lino use have to carve out your design. <b>Know</b> that carving lino creates a template for a print that can be re-used. <b>Know</b> that lino cutting tools need to be used safely. <b>Know</b> why a safety block or bench block is used.</p>	<p><b>Know</b> that lino can be used to create a detailed print template. <b>Know</b> that lino tools need to be used carefully. <b>Know</b> the difference between the negative and the positive, what is cut away and what is left behind. <b>Know</b> that a design can be replicated by a repeated print. <b>Know</b> that a print can be used for a specific purpose eg: cushion cover. <b>Know</b> that print can be combined with other skills eg: embroidery and other embellishments to create an item for a purpose.</p>
<p><b>3-D Sculpture</b></p>	<p>Safely use and explore a variety of materials, tools and techniques.</p>	<p>Understand the safety and basic care of materials and tools, working with increasing confidence.</p>	<p>Work in a safe and organised way using the equipment responsibly and with increasing confidence.</p>	<p>Work in a safe and organised way using the equipment responsibly and with confidence</p>	<p>Work with a wider range of tools in a safe and organised way, caring for the equipment.</p>	<p>Work confidently with a wider range of tools in a safe and organised way, caring for the equipment.</p>	

	Experiment with a range of materials such as recycled, natural and malleable to make models and structures beginning to join parts.		Develop the use of materials such as recycled, natural and malleable to make models and structures joining two parts.	Use of a range of materials with confidence and purpose, joining two or more parts safely and correctly.	Confidently use of a range of materials with purpose joining multiple parts safely and correctly.	Confidently use of a range of materials with purpose, with careful consideration for joining techniques.	Confidently use of a range of materials with purpose with careful consideration for effective joining techniques.
	Explore the use of shape and form.		Continue to explore and experiment with shape and form.	Use different media to develop shape and form.	Use different media, with increasing control, to achieve shape and form.	Demonstrate a secure understanding of shape and form.	Make artistic choices regarding the use of shape and form.
	Begin to apply simple decoration techniques.	Begin to apply simple decoration techniques introducing patterns.	Apply simple decoration techniques including the use of pattern.	Produce more intricate patterns and begin to explore the use of texture.	Produce more intricate patterns and continue to explore the use of texture.	Creatively use pattern and texture within their work.	
						Develop understanding of different ways of finishing work such as glaze, paint and polish.	Understanding the different ways of finishing work such as glaze, paint and polish.

Sculpture Knowledge

**Know** that a sculpture is made out of different materials and is 3-D  
**Know** that sculptures are different shapes and sizes.  
**Know** that malleable materials can be manipulated into a variety of shapes and forms using hands and simple tools  
**Know** that malleable materials can be manipulated by squeezing, pinching, pulling, pressing, rolling, flattening, poking, squashing, smoothing and modelling.

**Know** that a sculptor is someone who makes sculptures.  
**Know** that some sculptures stand up and some lie flat.  
**Know** that different materials can be used to create a sculpture.  
**Know** that a sculpture can be made from recycled and natural materials.

**Know** and can explain the difference between a sculpture and a sculptor.  
**Know** and can name at least 2 sculptors.  
**Know** that paper can be used to create a sculpture.  
**Know** the meaning of and can explain the terms: shape and form.  
**Know** that a 3-D sculpture needs a stable base or be suspended from a wall or ceiling.  
**Know** that a sculpture often uses a material that needs to be shaped and moulded eg: wire or pipe cleaners.

**Know** the difference between a sculptor and sculpture R  
**Know** that sculptures can be created from a range of different materials.  
**Know** that clay can be cut, shaped and moulded to create different forms.  
**Know** how to add impressed details in clay using clay tools.  
**Know** clay is a malleable material but that it can also dry out quickly.  
**Know** adding water to clay can help the material stop drying out or can be used to rub over a mistake.

**Know** that sculptures can be created from a range of different materials.  
**Know** can some materials are mouldable and malleable e.g.: clay, plasticine and that others e.g.: paper can be modelled in different ways.  
**Know** some of the paper building techniques:  
 -roll  
 -loop  
 -curl  
 -fringe  
 -twist  
 -fold  
**Know** different 3-D shapes and forms can be represented with paper.  
**Know** why a stable base is needed for a 3-D structure.

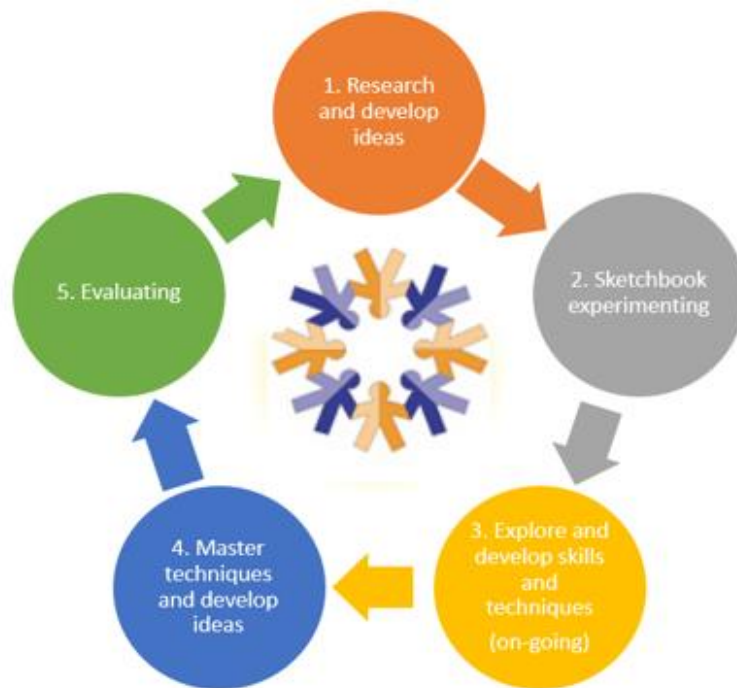
**Know** the difference between a sculptor and sculpture R  
**Know** that sculptures can be created from a range of different materials R  
**Know** that a sculpture is a 3-D form which can be created using a range of mouldable materials.  
**Know** a sculpture is designed with the intension of being viewed from many angles.  
**Know** how to mould and manipulate materials to create a 3-D form eg: clay, foil.  
**Know** armatures that are self-constructed: eg: wire frame.  
**Know** how to create a stable base to hold a free-standing sculpture in place.

**Know** the difference between a sculptor and sculpture  
**Know** that sculptures can be created from a range of different materials  
**Know** that a sculpture is a 3-D form which can be created using a range of mouldable materials.  
**Know** that a sculpture is viewed from all angles.  
**Know** that you can mould, manipulate and combine materials (wire, paper, clay) to create a 3-D form.  
**Know** that armatures are self-constructed eg: wire frame.  
**Know** that you need to create a stable base to hold a free standing sculpture in place.  
**Know** that a sculpture can be refined to improve its stability

Digital Art	Use a simple painting program to create a picture.		Create a picture independently using simple IT mark-making tools e.g. brush and pen tools. Edit their own work.	Use IT programs to create a piece of work that includes their own work and that of others (using the internet).	Create a piece of art work which includes the integration of digital images they have taken.	Create digital images with animation, video and sound to communicate their ideas.	Use software packages to create pieces of digital art to design.
	Taking inspiration from the Greats	Talk about/make comments about the work of notable artists, artisans and designers	Begin to recognise some of the work of notable artists, artisans and designers.	Take inspiration from some of the work of notable artists, artisans and designers.	Replicate some of the techniques used by notable artists, artisans and designers.	Gives details (including own sketches) about the style of some notable artists, artisans and designers.	Show how the work of those studied was influenced by both society and to other artists.
		Use some of the ideas of artists studied to create their own pieces.			Create original pieces that are influenced by studies of others.	Create original pieces that show a range of influences and styles from different artists.	
Artists Studied	Kandinsky Matisse Johnathon Lawes Walter Mason	Pablo Picasso Andy Goldsworthy	Franz Marc Paul Klee Alexander Calder	Hokusai	Margaret Godfrey Zaha Hadid	Georgia O'Keefe Frida Kahlo L.S Lowry	Henry Moore (Barbara Hepworth) William Morris Angie Lewin Victoria Topping
Black History Week 2023	<b>Lubiana Himid</b>						
Reflect & Evaluate (Responding to art)	Talk about their own work and begin to explain how they have made it.	Talk about the techniques, materials and equipment used in their work e.g. drawing, painting, and sculpture,	Talk about the techniques, materials and equipment used in their work e.g. drawing, painting, and sculpture and the work of others.	Evaluate an existing piece of artwork providing a personal opinion.	Evaluate an existing piece of artwork providing a personal opinion and discussing the changes they would like to make.	Describe what they think and feel about an existing piece of artwork and how this might influence their future designs.	
	Talk about what they like in their own work and in the work of others.	Describe what they like about their own work and the work		Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result.	Confidently identify the strengths and weaknesses of their	Confidently identify the strengths and weaknesses of their	

		of others using appropriate language.		artwork, suggesting any areas for improvement.	artwork, suggesting any areas for improvement and consider the effect different resources may have had.
	Begin to discuss what they would do differently next time.		Identify areas for development that could be made.	Children have opportunity to reflect upon and refine their work.	
			Use their sketch book to adapt their work as their ideas develop.	Use their sketch book to adapt their work as their ideas develop and make relevant annotations.	Use their sketch book to evaluate and adapt their work as their ideas develop and make annotations to show progression in their ideas.

Lesson Sequencing



Teachers should consider the main assessment in art as a holistic practice, which takes place during every art lesson through conversation with pupils:

Assessment opportunities

On-going

FS2

- Tell me about what you are making.
- How are you going to make it?
- Tell me about what you have made.

Y1

- Tell me about what you are making.
- How are you going to make it?
- What might you do next?
- Tell me about what you have made.

Y2

- Tell me about what you are making?

On-going

Y3

- Tell me about what you are making and what inspired you.
- Tell me about the materials and techniques you are using.
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get around them?
- Tell me about things you really liked or enjoyed.
- What would you like to explore more of?

On-going

Y5/6

- Tell me about what you are making and what inspired you.
- What might you do next?
  - Tell me about the materials and techniques you are using.
  - What have you discovered?
  - How do you feel about the end result?
  - What kinds of problems did you encounter and how did you get round them?



	<ul style="list-style-type: none"> <li>• Which materials might you use?</li> <li>• What might you do next?</li> <li>• What have you discovered?</li> <li>• Tell me about what you have made</li> <li>• What would you like to explore more of?</li> </ul>	<p><b>Y4</b></p> <ul style="list-style-type: none"> <li>• Tell me about what you are making and what inspired you.</li> <li>• What might you do next?</li> <li>• Tell me about the materials and techniques you are using.</li> <li>• What have you discovered?</li> <li>• How do you feel about the end result?</li> <li>• What kinds of problems did you encounter and how did you get round them?</li> <li>• Tell me about things you really liked or enjoyed.</li> <li>• What would you like to explore more of?</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me about things you really liked or enjoyed.</li> <li>• What would you like to explore more of?</li> <li>• Tell me about what you are making and what inspired you.</li> <li>• What might you do next?</li> <li>• Tell me about the materials and techniques you are using.</li> <li>• What have you discovered?</li> <li>• How do you feel about the end result?</li> <li>• What kinds of problems did you encounter and how did you get round them?</li> <li>• Tell me about things you really enjoyed.</li> <li>• What would you like to explore more of?</li> <li>• What is the potential of what you have done?</li> </ul>
<p><b>Art Vocabulary</b></p>	<p>The art vocabulary: <b>colour, pattern, texture, line, shape, form</b> and <b>space</b> are referred to in art lessons as well as specific vocabulary linked to the art unit being taught.</p> <p>Each year group has key art vocabulary terms and these must be taught within the year group, although reference to previous year group's vocabulary is essential in order for children to secure their understanding of the technical art vocabulary and skills.</p> <p>Children should use this art vocabulary when they are talking about artwork as well as when they are annotating work in their sketchbooks and it should be made available for children during lessons through display or on resources.</p>		

**Further Architecture Links:**

Links to architecture will be made through the theme 'Special Places' a unit taught in Religious Education. Children will look at designs of churches and also religious buildings linked to year group themes of: Hinduism, Judaism, Sikhism, Islam or Buddhism.

Links will also be made through history themes which look at Victorian Penistone and Thurlstone school history (the old work house, the old school house, weavers cottages in the village)

