

Art and Design Curriculum Intent at Moulton Primary School

Principles of Instruction:

Teaching at Moulton Primary school incorporates Barak Rosenshine's Principles of Instruction as the vehicle for high quality teaching for all. We have adopted these principles within and across lessons in all subjects as research indicates they have a substantially positive impact on pupil progress. In the Art and Design curriculum, they are not a tick list for every lesson but will be apparent within a sequence of lessons.

Rosenshine's Principles of Instruction	Implementation in Art and Design
1.Begin a lesson with a short review of previous learning	Lessons build cumulatively and coherently beginning with prior learning through the use of quizzes, questions, two things, give one and get one routines. These activities help to embed learning into the long term memory and prepares the pupils to link new learning to existing schemas, building their cognitive load gradually.
2.Present new material in small steps with student practice after each new step	Lessons follow the Teach-Task cumulative model (teach-task-teach-task)which draws on the six phases of a lesson and supports coherent and effective creation of knowledge in the long-term memory. Teachers use a variety of activities and tasks to embed skills and knowledge using this format.
3.Ask a large number of questions and check responses of all pupils	Direct/ 'no hands-up' and open ended questions are used for formative assessment. Assessment questions are interwoven into the Art and Design curriculum to check understanding. Additional open ended 'big idea' questions are offered to all children so that they can retrieve information from prior learning.
4.Provide models	We use knowledge organisers, carefully constructed knowledge notes, worked examples, full or partially completed diagrams, high quality resources and specific vocabulary to support children with their learning. The Teach Task model ensures that alongside these worked-examples, high quality teacher modelling gives a clear understanding of key conceptions.
5.Guide Pupil Practice	Following teacher instruction, pupils are given frequent opportunities to rephrase, summarise using 'I know and I think' statements, explain, and elaborate on their work and work of artists to ensure they can master the knowledge or skill. This is the stage that will allow for techniques to be improved and feedback to be given at the point of learning.

<p>6.Check for pupil understanding</p>	<p>Teachers check on individual understanding and application of skills using a range of strategies in which children display their understanding through their artwork and discussions. Teachers will offer appropriate support to enhance their skill. For example, modelling and correcting paint brush grip or paint brush strokes. Once children have trialled and developed key skills they will then have the opportunity to apply and combine skills to produce more complex work.</p>
<p>7.Obtain a high success rate</p>	<p>Lessons follow a clear structure to allow for a high rate of success for all.</p> <ol style="list-style-type: none"> 1. Connect (retrieval of prior learning) 2. Explain and Example (Instruction using Teach Talk Model) 3. Attempt (deliberate practise and addressing of misconceptions) 4. Apply (guided or independent practise of knowledge and skills) 5. Challenge (to summarise, 'I know' and 'I think' statements and quiz)
<p>8.Scaffolding</p>	<p>The use of carefully constructed knowledge notes, worked examples, full or partially completed diagrams, exemplifications, high quality resources and specific vocabulary assist learning and help pupils strive for aspirational targets.</p>
<p>9.Independent practice</p>	<p>Lessons include opportunities for pupils to showcase their understanding of lesson content and appropriate vocabulary to reflect on their work. Each block of unit will lead to children independently applying taught skills and techniques to a final piece of artwork.</p>
<p>10.Engage in review weekly/ monthly</p>	<p>Lessons are carefully planned and sequenced to enable constant rehearsal and review of information of knowledge and skills, both within year groups and across the whole of the Art and Design Curriculum.</p> <p>Questions for assessments are planned throughout the learning sequence to check understanding. This will be reviewed at the end of the learning sequence. Targets will be set and revisited again. This will embed knowledge into long term memory.</p>

The subject content for each year group is as follows:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Drawing Explore material and tools for mark making</p>	<p>Painting Explore mark making with paint, using primary colours</p>	<p>Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks</p>	<p>Textiles Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric</p>	<p>3D Use natural and man-made materials Create plaster casts from clay impressions</p>	<p>Collage Explore the visual and tactile qualities of objects Layer paper to build an image</p>
Year 2	<p>Drawing Evoke mood and represent movement through mark making</p>	<p>Painting Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours</p>	<p>Printmaking Create repeated patterns with positive and negative spaces print using natural objects as a stimulus</p>	<p>Textiles & Collage Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media.</p>	<p>3D Take inspiration from the designs of indigenous art. Create 3D sculptures and using paper and cardboard.</p>	<p>Creative Response Drawing and Collage. Combine drawing and collage to add detail and interest.</p>
Year 3	<p>Drawing and Painting Combine drawing and resist to</p>	<p>Printmaking Create monoprints and explore mark marking and</p>	<p>Textiles Explore pattern and colour combinations.</p>	<p>3D Create relief sculptures.</p>	<p>Painting Use a range of paint techniques to create</p>	<p>Creative Response Painting and Printmaking.</p>

	<p>explore colour, line and shape.</p> <p>Create tints and learn painting techniques of tonking and sgraddito.</p>	<p>pattern with printing tools.</p>	<p>Use collograph and Plasticine blocks and tie dye.</p> <p>Explore positive and negative space.</p>	<p>Use wire to make 3D insects.</p>	<p>backgrounds for effect.</p>	<p>Combine painting and printmaking techniques.</p>
Year 4	<p>Drawing Create contour drawings using still life and natural forms as stimulus.</p>	<p>Painting Learn about abstract art and develop colour mixing skills to include tertiary colours.</p>	<p>Printing and Textiles Create monoprint and press prints on fabric and make collages.</p> <p>Create repeated patterns by flipping and rotating images. Use tie dye, knotting and weaving techniques.</p>	<p>3D and Collage Create wire structures, focusing on line and form. Combine 3D materials.</p> <p>Combine a range of techniques such as overlapping and layering.</p>	<p>Painting Mix tints and tones to create an ombre effect with paint.</p>	<p>Creative Response Drawing and Textiles. Refine previously taught drawing and sewing techniques.</p>
Year 5	<p>Drawing and Painting Learn about and use the technique of subtractive drawing.</p> <p>Use organic lines to create landscapes.</p>	<p>Printmaking Create three colour prints and combine printing techniques.</p>	<p>Textiles and Collage Create wall hangings using layered collage and weaving techniques.</p> <p>Use natural forms as a starting point for artwork</p>	<p>3D Create slab and coil pots and learn techniques to join and seal clay sections.</p> <p>Create tissue paper bowls</p>	<p>Painting Explore a range of effects which can be achieved using watercolour paint.</p>	<p>Creative Response Printmaking and Textiles. Combine printmaking and textiles to embellish fabric.</p>

<p>Year 6</p>	<p>Drawing Combine techniques to create abstract images.</p> <p>Learn about surrealism and portraiture.</p>	<p>Painting and Collage Create still life compositions by combining different media and in response to cubist work.</p> <p>Adapt and refine ideas and techniques and respond to different styles of artists and art movements.</p>	<p>Printmaking and Textiles Use perspective drawings as a starting point for textiles work.</p> <p>Explore batik technique. Draw and paint on fabric surfaces.</p>	<p>3D Explore shape, form and colour and explore the effect of heat to create chihuly-style 'glass'.</p> <p>Explore combing techniques to create sculptures using mixed-media including recycled materials.</p>	<p>Painting Combine techniques to create the illusion of water and depth.</p>	<p>Creative Response Drawing and Textiles. Combine drawing and batik to add detail.</p>
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Impact:

Assessment and Expected Outcomes

Teachers assess pupil's attainment weekly during Art and Design lessons. Immediate feedback will be given during the application task of the learning sequence to address challenging skills and techniques.

Insight will be used for teachers to keep track of children's attainment, using their ongoing teacher assessment using the exemplification materials. Statements will be used to identify if a child is working at age related expectation. Ongoing tracking will identify gaps and will inform future planning.

Expectations for each block are made explicit e.g. At the end of the drawing block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.

The Point of Reflection section specifies the expected outcome for each lesson. The Questions for Assessment section in each block provides specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. What happens if you change the size of the mark?

The Oracy and Vocabulary tasks provide ample opportunities for teachers to evaluate pupils' ability to:

- use artistic language effectively;
- explain artistic techniques and processes;
- evaluate their own and others' work.

The vocabulary quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.

The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

Summative data is collected three times a year and is used to inform us of the progress and attainment of each individual and of particular groups of children across the school e.g. SEND and PPG.

Moulton Primary sets challenging targets for all pupils' achievement based on prior attainment and in line with the aspirations of the school. We expect that 80% of our children will be working at Age Related Expectations in Art and Design and a growing percentage to achieve Greater Depth.

Art Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Block A		<p>Drawing</p> <p>Know marks can be made using a variety of drawing tools</p> <p>Be able to select appropriate tools to make a range of marks</p>	<p>Drawing</p> <p>Know that the surface drawn on will create different effects</p> <p>Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p>	<p>Drawing and Painting</p> <p>Know that there are lines and patterns in natural objects and that a range of effects can be made with paint</p> <p>Be able to identify lines and patterns in nature and use</p>	<p>Drawing</p> <p>Know what is meant by still life</p> <p>Know how to identify details</p> <p>Know how to use a viewfinder to create a focal point or an area of interest</p> <p>Be able to assemble objects to create an interesting composition</p> <p>Be able to use a viewfinder and use fine control to add detail</p>	<p>Drawing and Painting</p> <p>Know what is meant by 'subtractive drawing' and 'abstract'</p> <p>Know that lines can be used to suggest harmony</p> <p>Be able to combine drawing techniques to achieve desired effects</p> <p>Be able to transfer and enlarge an image and work in the style of an artist</p>	<p>Drawing</p> <p>Know about the different elements of art and design</p> <p>Be able to work artistically using: shape, line, form, texture, colour, value and space</p>
Block B		<p>Painting</p> <p>Know that paint can be used to create marks</p>	<p>Painting</p> <p>Know that colour and line can be used to</p>	<p>Printmaking</p> <p>Know how to use a printing slab and roller</p>	<p>Painting</p> <p>Know similarities and differences between the</p>	<p>Printmaking</p> <p>Know that reduction is a method of</p>	<p>Painting and Collage</p> <p>Know that observation of</p>

		<p>and know the names of the primary colours</p> <p>Be able to make thick and thin marks and identify shades of primary colours</p>	<p>show mood, movement and feelings</p> <p>Be able to select colours and painting tools and make painted marks to express feelings</p>	<p>Know how to create different printing blocks</p>	<p>work of two artists</p> <p>Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction</p> <p>Be able to make comparisons and form opinions</p> <p>Be able to create an abstract painting of a natural object</p>	<p>block printing where part of the block is removed and each colour is printed on top of the last</p> <p>Be able to create reduction prints and explain and record the process</p>	<p>still life can be responded to through a combination of different media and styles</p> <p>Be able to create a still life using a variety of colours, textures and materials, including paint</p>
Block C		<p>Printmaking</p> <p>Know prints can be made from ordinary objects Know how to make and use a stencil and relief block</p> <p>Be able to apply paint</p>	<p>Printmaking</p> <p>Know prints can be made from natural objects Know how to make a collagraph printing block</p> <p>Be able to create</p>	<p>Textiles & Collage</p> <p>Know a mandala means circle in Sanskrit</p> <p>Know mandalas are designs used in Hinduism and</p>	<p>Printmaking and Textiles</p> <p>Know Kente cloth is a woven fabric from West Africa</p> <p>Know tie dye is a method used to create designs and</p>	<p>Textiles & Collage</p> <p>Know appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture</p>	<p>Printmaking and Textiles</p> <p>Know batik is a method of making marks on cloth using hot wax</p> <p>Know perspective is a technique that</p>

		<p>using controlled brushstrokes and stippling</p> <p>Be able to combine printing techniques such as stencilling and relief printing</p>	<p>repeated patterns Be able to combine printing techniques</p>	<p>Buddhism Know quilting is a way of conveying a message</p> <p>Be able to create collaged patterns within concentric circles</p> <p>Be able to tell a story using textiles and collage</p>	<p>colour</p> <p>Know textile artists use a range of materials to create textured designs and images</p> <p>Be able to create printing to represent Kente designs</p> <p>Be able to use tie dye to create colour designs</p> <p>Be able to combine media to create texture</p>	<p>Know textile comes from the Latin word, texere, meaning to braid, weave or construct</p> <p>Be able to combine fabrics in a range of ways</p> <p>Weave, braid and construct art using natural objects</p>	<p>enables artists to create the illusion of depth to a painting or drawing</p> <p>Be able to apply wax to the surface of fabric and dye it to create coloured designs</p> <p>Be able to create a simple one-point perspective sketch</p>
Block D		<p>Textiles</p> <p>Know mixed-media, including fabrics, yarn and beads, can be used to create artwork</p> <p>Be able to combine a range of</p>	<p>Textiles & Collage</p> <p>Know reconstructed paintings are made using images (and materials) that were originally part of something else</p>	<p>3D</p> <p>Know relief work is a sculptural technique where parts of a sculpture remain attached to a surface</p> <p>Know sculptures</p>	<p>3D and Collage</p> <p>Know an illusion can suggest movement</p> <p>Know proportion will make a figure seem realistic</p> <p>Be able to assemble</p>	<p>3D</p> <p>Know an armature can be used to create a piece of 3D art</p> <p>Know clay can be joined by a score and slip method</p>	<p>3D</p> <p>Know a 2D object can change its form and shape to become 3D</p> <p>Know asymmetrical means balance is created where there are</p>

		materials to produce textile art	Be able to select appropriate pre-used images, colours and textures to create a new picture	can be any size and created with a wide range of materials Know when displayed, sculptures are called an installation Be able to produce relief work, placing objects into gesso Be able to make an insect installation using wire to create structure and form	pieces of paper to create the illusion of movement Be able to create figures that are in proportion and out of proportion	Be able to use armatures to produce 3D forms Be able to join two or more pieces of clay	elements of colour or shape on both sides that make each side equally important Be able to use different media to create shapes and forms Be able to match visual and tactile elements to their intentions to create visual balance
Block E		3D Know sculptures can be made out of many different materials Know artists take inspiration from the work of others	3D Know sculptors make their ideas come to life by joining or modelling materials together Know sculptors sometimes first make small-	Painting Know backgrounds can be painted for effect Know negative space is the area behind and around the main focus of the painting	Painting Know painted images can be layered to create space Know an ombre effect can be created with paint by changing the tint and tone	Painting Know different effects can be achieved with watercolour paint Be able to select materials to create specific marks using	Painting Know depth can be created by layering effects one on top of the other Be able to select and combine appropriate techniques to

		<p>Be able to select materials based on their properties Be able to take inspiration from the work of an artist</p>	<p>scale models of their work called maquettes</p> <p>Be able to join materials together to form a 3D work of art</p> <p>Be able to make a small rough draft of a sculpture to explore ideas</p>	<p>Be able to use a range of techniques to create backgrounds for effect</p> <p>Be able to paint backgrounds that create a negative space</p>	<p>Be able to position images on a plane to create space</p> <p>Be able to add grey to a colour to create a tonal change</p> <p>Be able to add white to a colour to create tints</p>	<p>watercolour paint</p>	<p>create the illusion of water and depth</p>
Block F		<p>Collage</p> <p>Know collage can be used as a background</p> <p>Know paper can be torn or cut for effect</p> <p>Be able to build up layers, using collage to create a background</p> <p>Be able to tear paper and use scissors to cut for precision</p>	<p>Creative Response – Drawing and Collage</p> <p>Know there are a series of steps in the creative process</p> <p>Be able to refer to previous knowledge and skills to make creative choices</p> <p>Be able to apply and refine previously taught drawing</p>	<p>Creative Response – Painting and Printmaking</p> <p>Know there are a series of steps in the creative process</p> <p>Be able to use knowledge of techniques and skills to make creative choices using painting and printmaking</p>	<p>Creative Response – Drawing and Textiles</p> <p>Know there are a series of steps in the creative process</p> <p>Know running stitches can be joined together to create a fern stitch</p> <p>Be able to refer to previous knowledge and skills to make creative</p>	<p>Creative Response – Printmaking and Textiles</p> <p>Know there are a series of steps in the creative process</p> <p>Know mediums can be combined to create texture</p> <p>Be able to refer to previous knowledge and skills to make creative</p>	<p>Creative Response – Drawing and Textiles</p> <p>Know there are a series of steps in the creative process</p> <p>Know mediums can be combined to create texture and detail</p> <p>Be able to refer to previous knowledge and skills to make creative</p>

			and collage techniques		choices Be able to apply and refine previously taught drawing and textile techniques	choices Be able to apply and refine printmaking and collage techniques	choices Be able to apply and refine drawing and textile techniques
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National Curriculum Programme of Study - Art and Design

	By the end of Year 1	By the end of Year 2
To use a range of materials creatively to design and make products	<p>Drawing Explore materials and tools for mark making</p>	<p>Drawing Evoke mood and represent movement through mark making</p>
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<p>Painting Explore mark making with paint, using primary colours</p>	<p>Painting Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours</p>
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<p>Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks</p> <p>Textiles Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric</p> <p>3D Use natural and man-made materials Create plaster casts from clay impressions</p> <p>Collage Explore the visual and tactile qualities of objects Layer paper to build an image</p>	<p>Printmaking Create repeated patterns with positive and negative space Print using natural objects as a stimulus</p> <p>Textiles & Collage Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media</p> <p>3D Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard</p>

	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
To create sketch books to record their observations and use them to review and revisit ideas	<p>Drawing and Painting Combine drawing and resist to explore colour, line and shape</p> <p>Create tints and learn painting techniques of tonking and sgraffito</p>	<p>Drawing Create contour drawings using still life and natural forms as stimulus</p>	<p>Drawing and Painting Learn about and use the technique of subtractive drawing</p> <p>Use organic lines to create landscapes</p>	<p>Drawing Combine techniques to create abstract images</p> <p>Learn about surrealism and portraiture</p>
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]	<p>Printmaking Create monoprints and explore mark making and pattern with printing tools</p> <p>Textiles & Collage Explore pattern and colour combinations</p> <p>Use collograph and Plasticine™ blocks and tie dye</p> <p>Explore positive and negative space</p> <p>Explore line and shape and create paper collage</p> <p>3D Create relief sculptures</p> <p>Use wire to make 3D insects</p>	<p>Painting Learn about abstract art and develop colour mixing skills to include tertiary colours</p> <p>Printmaking and Textiles Create monoprint and press prints on fabric and make collages</p> <p>Create repeated patterns by flipping and rotating images</p> <p>Use tie dye, knotting and weaving techniques</p> <p>3D and Collage Create wire structures, focusing on line and form</p> <p>Combine 3D materials</p> <p>Combine a range of techniques such as overlapping and layering</p>	<p>Printmaking Create three colour prints and combine printing techniques</p> <p>Textiles & Collage Create wall hangings using layered collage and weaving techniques</p> <p>Use natural forms as a starting point for artwork</p> <p>3D Create slab and coil pots and learn techniques to join and seal clay sections</p> <p>Create tissue paper bowls</p> <p>Painting Explore a range of effects which can be achieved using watercolour paint</p> <p>Creative Response – Printmaking and Textiles Combine printmaking and textiles to embellish fabric</p>	<p>Painting and Collage Create still life compositions by combining different media and in response to cubist work Adapt and refine ideas and techniques and respond to different styles of artists and art movements</p> <p>Printmaking and Textiles Use perspective drawings as a starting point for textiles work</p> <p>Explore batik technique</p> <p>Draw and paint on fabric surfaces</p> <p>3D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'</p> <p>Explore combining techniques to create sculptures using</p>

	<p>Painting Use a range of paint techniques to create backgrounds for effect</p> <p>Creative Response – Painting and Printmaking Combine painting and printmaking techniques</p>	<p>Painting Mix tints and tones to create an ombre effect with paint</p> <p>Creative Response – Drawing and Textiles Refine previously taught drawing and sewing techniques</p>		<p>mixed-media including recycled materials</p> <p>Painting Combine techniques to create the illusion of water and depth</p> <p>Creative Response – Drawing and Textiles Combine drawing and batik to add detail</p>
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Progression and Sequence of Art and Design

	Unit title and substantive focus	Previous Learning	Learning focus	Tier 2 Vocabulary (Multiple Meaning or High Frequency)	Tier 3 Vocabulary (Subject Specific)
Year 1	Drawing – Block A	hold drawing tools correctly position their paper according to whether they are left or right-handed	Make marks using a variety of tools Organise and arrange marks according to techniques used Apply knowledge of mark making	drawing pressure orientation	cross-hatching texture monochrome
Year 1	Painting – Block B	hold a paintbrush correctly in the same way that they hold a pencil	Identify parts of a paintbrush Use water, paint and a palette (dip, dip, dab) Develop different brushstrokes Arrange geometric blocks of primary colours	palette primary colours brushstroke	bristles ferrule handle
Year 1	Printmaking – Block C	hold a paintbrush correctly use controlled brushstrokes • identify primary colours	Make marks by printing from everyday objects Experiment with layering marks by overprinting Respond to the marks they make Use a stencil and the stippling technique to create printed shapes Experiment with stencilling techniques to achieve different effects Create a repeated pattern using the relief printing technique	printmaking stencil relief printing	stippling stroking overprint

			<p>Respond to the work of Karen Lederer</p> <p>Apply a range of printing techniques Explain processes and personal preferences</p>		
Year 1	Textiles – Block D	<p>apply paint using controlled brushstrokes make marks using a range of materials apply the resist technique, using oil crayons and paint</p>	<p>Explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving Use oil crayons and paint with control to explore pattern making</p> <p>Explore and explain the textural effects created Explore methods of adding texture to a patterned surface</p> <p>Use drawing tools such as chalk in different ways and on different surfaces Explain the different ways pattern and texture can be created</p> <p>Combine materials to create colourful and textural effects Apply taught techniques to a different context</p>	<p>fabric yarn portrait</p>	<p>thread (verb) assemble fibres</p>

			Respond to the work of others		
Year 1	3D – Block E	use collage materials and fabric to create 2D artwork use scissors and drawing tools • use line and texture to create effects	<p>Mould clay to create smooth, rounded forms Explore how different colours of clay can be used for decoration</p> <p>Describe the tactile qualities of clay</p> <p>Understand what is meant by balance and weight and apply this knowledge to build a structure</p> <p>Experiment with different materials and state preferences</p> <p>Create a structure based on a traditional Inuit inuksuk</p> <p>Select modelling materials for their properties and use to create a sculpture from a sketch</p> <p>Apply techniques of joining, cutting and constructing</p> <p>Respond to an artist's work and their own</p>	inuksuk smooth pebble	balance construct model
Year 1	Collage – Block F	hold scissors and drawing tools correctly	Select and arrange colours, shapes and images to achieve a desired effect	contrast line muted	tear snip paste

		<p>identify primary colours</p> <p>combine a range of materials such as fabrics to create artwork</p>	<p>Develop and apply accurate cutting and tracing skills Evaluate their own work</p> <p>Select images, colours and textures for their visual effect and vibrancy</p> <p>Experiment with and compare the effects of tearing rather than cutting paper</p> <p>Understand the term muted and apply white paint to achieve muted tones</p> <p>Create a textured and muted background using mixed media</p> <p>Use line to represent simple shapes</p> <p>Use templates to draw shapes Apply and blend colours using chalks or pastels</p>		
Year 2	Drawing – Block A	<p>recognise a range of different marks</p> <p>apply pressure to change the mark</p>	<p>Different mark makers will create a variety of effects depending on the surface onto which they are placed</p>	<p>response</p> <p>stroke</p> <p>linework</p>	<p>contrast</p> <p>medium / media</p> <p>stippling</p>

		<p>select a range of mark making tools and use them to create a variety of marks, including cross-hatching</p>	<p>Music and movement affect mark making</p> <p>Apply knowledge of mark making to identify specific marks and materials that would be appropriate for a given task</p> <p>Understand how to show texture and movement by using different marks</p>		
Year 2	Painting – Block B	<p>identify shades of primary colours make a range of thick and thin</p> <p>Prior Learning marks on different surfaces</p>	<p>Trace around a shape Use slow, controlled movements to fill in blocks of colour in small spaces</p> <p>Use different painting tools Mix two primary colours to create a secondary colour</p> <p>Use lines and colour to express feeling</p>	<p>secondary colours imagination control</p>	<p>concentric shapes contrast motif</p>
Year 2	Y2 Printmaking – Block C	<p>make prints from ordinary objects</p> <p>make and use a stencil and relief block</p> <p>combine printing techniques such as stencilling and relief printing</p>	<p>Make a printing block and use this to create repeated prints Identify the negative and positive space in a printed image</p> <p>Evaluate the quality of a printed image</p> <p>Create repeated prints from natural objects such as fruit and leaves</p>	<p>natural objects repeated organic</p>	<p>collagraph design pattern</p>

			<p>Create a symmetrical printed pattern Explain printing processes and comment on the effects achieved</p> <p>Apply a range of printing techniques to create patterned effects</p> <p>Use the technique of overprinting to create interesting effects</p> <p>Evaluate the effectiveness of printing techniques used</p>		
Year 2	Textiles and Collage – Block D	<p>apply a range of printing techniques use stencilling techniques to achieve different effects manipulate fabric and yarns by poking, pulling, threading and weaving use drawing tools such as chalk in different ways and on different surfaces • combine materials to create colourful and textural effects</p>	<p>Apply previously taught techniques to different contexts</p> <p>Use a variety of materials and methods to create colourful and patterned effects</p> <p>Respond to the work of others</p> <p>Select materials and combine to create interesting textural and visual effects</p> <p>Explore and explain the textural, visual and tactile qualities of artwork</p>	<p>image adhesive non-realistic</p>	<p>reconstruct montage manipulate</p>

			<p>Respond to the work of artists and illustrators</p> <p>Understand the term reconstructed and apply this method to create a balanced collage image</p> <p>Use cutting and stitching techniques</p>		
Year 2	3D – Block E	<p>use different painting tools</p> <p>apply techniques of joining, cutting and constructing</p> <p>select modelling materials for their properties and use to create a sculpture from a sketch</p>	<p>Understand the symbolic significance of Australian indigenous art Use different painting tools to create dot patterns and designs</p> <p>Respond to other artists' work</p> <p>Join materials together to form one sculpture Use paper sculpting techniques to create 3D forms Follow and evaluate a process</p> <p>Apply painting techniques to a different context</p> <p>Create a design in-keeping with the style of indigenous Australian art Evaluate the work of others</p>	indigenous inspired sacred	depth maquette sculpt
Year 2	Drawing and Collage – Block F	<p>combine materials to create colourful and textural effects</p> <ul style="list-style-type: none"> • use a range of mark makers to create a variety of effects which are dependent on the 	<p>Explain and discuss the steps involved in the creative process:</p> <ul style="list-style-type: none"> • preparation • incubation • illumination • evaluation • verification <p>Discuss, describe and evaluate marks made and</p>	response creative imagination	reflect plan collaborate

		<p>surface on which they are placed</p>	<p>effects achieved by drawing on different surfaces Identify progress in skills and use of techniques</p> <p>Use observational drawing skills to create accurate drawings of leaves</p> <p>Use a range of pencils and note the different marks that can be made</p> <p>Use the pencil in a variety of ways to achieve different textural and shading effects</p> <p>Evaluate outcomes</p>		
Year 3	Drawing and Painting - Block A	<p>explore mark making using a range of tools and media</p> <p>use different brushstrokes to make a variety of marks</p> <p>combine the visual and tactile quality of paint</p> <p>talk about their work and that of others using appropriate vocabulary</p>	<p>Use graphic marks to depict the line and contour of a shape</p> <p>Use white to change the tint of a colour</p> <p>Understand how paint is mixed and applied to create effect</p> <p>Use technical vocabulary to describe marks Reflect on how marks have been made</p>	<p>hue</p> <p>repetition</p> <p>resist</p>	<p>tonking</p> <p>sgraffito</p> <p>impasto</p>

Year 3	Printmaking - Block B	<p>explore relief printing</p> <p>experiment with printing with found objects</p> <p>Investigate the effect of printing on different surfaces</p> <p>make stencils which generate both positive and negative stencil prints</p>	<p>Use water-based printing ink, rollers and ink blocks</p> <p>Create monoprints</p> <p>Look at the work of a printmaker</p> <p>Organise and arrange printed marks including impressed printing</p>	<p>textured ink slab</p> <p>thumbnail sketch</p>	<p>repeated impressed stamp</p> <p>monoprint</p>
Year 3	Textiles and Collage - Block C	<p>hold a paintbrush correctly</p> <p>paint using controlled stroke</p> <p>identify primary and secondary colours</p>	<p>Experiment with the effects of adding water to marks made with pen</p> <p>Use the dip and dye technique</p> <p>Explore and explain the effects created by dyeing fabric using primary colours</p> <p>Paint concentric circles to create a mandala</p> <p>Draw detailed repeating patterns and designs</p> <p>Create a concentric circle design using collage</p> <p>Print and paint onto fabric</p> <p>Respond to the work of artists</p>	<p>mandala dye quilt</p>	<p>radial pigment symbol</p>

			Tell a story using collage and textiles		
Year 3	3D - Block D	<p>select and combine materials to create interesting textural and visual effects</p> <p>explore and explain the textural, visual and tactile qualities of artwork</p> <p>explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving</p>	<p>Use plaster and natural and man made objects to create relief artwork</p> <p>Create texture and pattern by positioning objects systematically or randomly</p> <p>Discuss the effects created by scoring into a plaster surface</p> <p>Apply paint evenly to a textured and three dimensional surface</p> <p>Use the technique of removing areas of a second coat of paint to reveal the first layer</p> <p>Summarise a process</p> <p>Respond to the work of an artist</p> <p>Use techniques of manipulating wire and fabric to construct 3D sculptures</p> <p>Make accurate observations of anatomical structures and details</p>	<p>pliers</p> <p>targeting gauge</p>	<p>gesso</p> <p>relief installation</p>

			Evaluate application of techniques		
Year 3	Painting - Block E	<p>identify primary and secondary colours</p> <p>mix tones and tints</p> <p>apply paint using a range of techniques</p>	<p>Explore the range of effects that can be achieved by applying paint in different ways</p> <p>Explain what the term gradient means</p> <p>Experiment with creating gradients of colour by mixing colours with white and / or water</p> <p>Evaluate outcomes, suggesting ways in which effects can be developed further</p> <p>Explain the difference between positive and negative space</p> <p>Use shapes cut from painted surfaces and arrange to create interesting positive and negative spaces</p> <p>Explore ways in which backgrounds can contrast with foregrounds, thus influencing the focus of the viewer</p> <p>Evaluate outcomes</p>	background traditional wash	negative space gradient effect

			<p>Explore how equally colourful or detailed backgrounds and objects in the foreground compete for our visual focus</p> <p>Add a detailed or colourful image to an equally colourful or detailed background and evaluate the effects achieved</p>		
Year 3	Creative Response - Block F	<p>use a range of painting techniques</p> <p>make a variety of printed marks</p> <p>use mono printing and block printing techniques</p>	<p>Explain and discuss the steps involved in the creative process:</p> <ul style="list-style-type: none"> •preparation •incubation •illumination •evaluation •verification <p>Use observations of natural objects as a stimulus for revisiting, practising and experimenting with monoprinting techniques</p> <p>Evaluate outcomes and compare with prints made earlier in the year</p> <p>Make an impressed stamp based on observations of the shapes, textures and patterns of leaves</p> <p>Demonstrate understanding of the term collaborative</p>	<p>response</p> <p>reflect</p> <p>collaboration</p>	<p>preparation</p> <p>process</p> <p>incubation</p>

			<p>Collaborate with others to create one piece of artwork using repeat printing techniques</p> <p>Follow set criteria to complete a piece of group artwork</p> <p>Evaluate results</p> <p>Apply knowledge of printmaking and painting techniques to a specific context</p> <p>Create pattern and texture using impasto, sgraffito and tonking</p> <p>Mix shades of colour</p> <p>Use an impressed stamp to make a number of well-defined prints</p> <p>Evaluate results</p>		
Year 4	Drawing - Block A	<p>sort, collect and compare graphic marks</p> <p>compare ideas and approaches</p>	<p>Introduce 'composition' of a group of objects to be used for still life</p> <p>Create contour drawings of the still life</p>	<p>composition</p> <p>focal point</p> <p>form</p>	<p>viewfinder</p> <p>contour line</p> <p>negative space</p>

		<p>use cross-hatching, dots and dashes to create light and shaded areas</p> <p>identify patterns and lines in nature</p> <p>select appropriate materials</p> <p>use the vocabulary of an artist</p> <p>name artists and select pieces of their work that link to drawing techniques</p>	<p>Record observations of details</p> <p>Negative space –the space between the lines of the objects drawn</p>		
Year 4	Painting - Block B	<p>hold a paintbrush correctly</p> <p>experiment with brush marks</p> <p>make a secondary colour by mixing two primary colours together</p> <p>use water to clean a paintbrush between colours</p> <p>use a paper towel to blot and clean their brush and to absorb excess water</p>	<p>A tertiary colour is made when equal amounts of a primary colour and a secondary colour are mixed together</p> <p>A tertiary colour is sometimes called an intermediate colour</p> <p>Overpainting is when one painted mark is placed on top of another</p> <p>Adding detail means drawing or painting what you see in front of you as realistically and true to life as possible</p>	wash background watercolour	overpainting tertiary colour wet-on-wet

		use a viewfinder	<p>The technique of painting wet paint over wet paint</p> <p>Opinion is a personal view formed about something and is not necessarily based on fact or knowledge</p> <p>Abstract art is more about the shapes, colours and feelings it expresses –it is not about it being a realistic depiction</p>		
Year 4	Printmaking and Textiles - Block C	<p>tell a story using textiles and collage</p> <p>use the dip and dye technique</p> <p>explain the effects created by dying fabric</p> <p>print and paint onto fabric</p>	<p>Use tie dye technique to create coloured designs on fabric</p> <p>Select materials for use as weft and warp and comment on the effects achieved</p> <p>Learn and apply weaving techniques</p> <p>Respond to the work of artists and crafts people</p> <p>Create designs based on traditional West African patterns and colours</p> <p>Create repeat geometric patterns using printing techniques</p>	kente cloth geometric designs symbolise	tie-dye weft warp

			<p>Combine printing and textiles to create a mixed media piece of artwork</p> <p>Respond to their own and others' work</p>		
Year 4	3D and Collage - Block D	<p>use knowledge of primary colours to create secondary colours</p> <p>use techniques of manipulating wire and fabric to construct 3D sculptures</p> <p>make accurate observations of anatomical structures and details</p> <p>understand the terms 2D and 3D</p> <p>paint evenly onto a textured and three-dimensional surface</p>	<p>Use complementary colours to create the illusion of movement</p> <p>Show an understanding of the basic proportions of the human figure</p> <p>Arrange simple body part shapes to depict movement</p>	<p>elongated motion figure</p>	<p>form</p> <p>proportion</p> <p>decoupage</p>
Year 4	Painting - Block E	<p>mix tertiary colours</p> <p>apply paint to a surface using a variety of techniques</p> <p>mix colours with white to create tints</p>	<p>Define vocabulary relating to colour mixing</p> <p>Atintis where an artist adds a colour to white to create a lighter version of the colour</p>	<p>opaque</p> <p>translucent</p> <p>stain</p>	<p>ombre</p> <p>plane</p> <p>shade</p>

		<p>create gradients of colour</p>	<p>A shade is where an artist adds black to a colour to darken it</p> <p>A tone is where an artist adds grey to a colour</p> <p>Mix a range of tints and tones to match skin colour</p> <p>Evaluate results</p>		
Year 4	Creative Response - Block F	<p>use fine control to draw details</p> <p>combine media to create texture</p> <p>use cross-hatching to create shaded areas</p> <p>use a running stitch</p>	<p>Explain and discuss the steps involved in the creative process:</p> <ul style="list-style-type: none"> •preparation •incubation •illumination •evaluation •verification <p>Use natural objects as a stimulus for revisiting, practising and experimenting with drawing techniques</p> <p>Use line and tone to create detailed observational drawings of a hand</p> <p>Evaluate outcomes</p> <p>Observe traditional patterns and motifs used in henna designs and reference these when creating own designs</p>	<p>henna</p> <p>symbolism</p> <p>detail</p>	<p>incubation</p> <p>illumination</p> <p>transfer</p>

			<p>Explain what henna is and its origins and uses</p> <p>Select appropriate drawing tools and techniques to create detailed patterns and designs</p> <p>Evaluate outcomes</p>		
Year 5	Drawing and Painting - Block A	<p>refine drawing skills to focus on lines and details</p> <p>make detailed thumbnail drawings using a pencil or paint</p> <p>understand that abstract art is more about shape, colour and expressing feelings than being a realistic depiction</p> <p>make secondary and tertiary colours</p>	<p>Subtractive drawing (working in the negative) using an eraser to reveal white</p> <p>Enlarge and transfer an image from a small drawing</p> <p>Areas need to be blocks of colour, not shaded</p> <p>Line and movement is emphasised with black</p> <p>Abstract art –a way to communicate an image or idea beyond the boundaries of reality</p>	<p>subtractive drawing</p> <p>organic harmony</p>	<p>overlay</p> <p>abstract</p> <p>chroma</p>
Year 5	Printmaking - Block B	<p>explain what a monoprint is</p> <p>understand stencilling, impression and collagraph block printing methods</p>	<p>Printmaking –a process that allow artists to make multiple original works of art</p> <p>Reduction—a method of printing multiple images</p> <p>Technical vocabulary and terminology can be used to create a clear reflection</p>	<p>edition</p> <p>overlaid</p> <p>reduction printing</p>	<p>transpose</p> <p>incision</p> <p>inverted</p>

			<p>from which ideas can be adapted and modified</p> <p>A printed image can be created using a range of skills and by combining printing techniques</p> <p>Articulate opinions</p>		
Year 5	Textiles and Collage - Block C	<p>tell a story using collage and textiles</p> <p>paint directly onto fabric</p> <p>weave with a range of materials</p> <p>combine media to create texture and pattern</p> <p>make observational drawings from natural objects</p>	<p>Lines can be used to represent pattern and texture</p> <p>Collage materials can be used to depict the colours, patterns and textures found in tree bark</p> <p>Appropriate artistic vocabulary should be used to express preferences and evaluate the effectiveness of techniques</p> <p>Many artists use nature as their inspiration for artwork</p> <p>A range of materials can be used for weaving and loom-making</p> <p>Paper can be manipulated to form three dimensional objects</p> <p>Use fabric and paint to create textured surfaces,</p>	<p>texere</p> <p>tactile</p> <p>assemble</p>	<p>applique</p> <p>natural fibre</p>

			<p>representing natural objects</p> <p>Understand the term appliqué and use this technique to respond to textures and lines found in nature</p> <p>Evaluate the effectiveness of techniques</p>		
Year 5	3D - Block D	<p>identify primary, secondary and complementary colours</p> <p>use the technique of découpage</p> <p>make impressions in a smooth clay surface</p> <p>roll and cut clay</p> <p>construct 3D forms from wire</p>	<p>Define and explore analogous colours</p> <p>Use an armature to support modelling of soft materials</p> <p>Explain and explore the effects created by using different modelling materials</p> <p>Use an armature to support modelling with clay</p> <p>Recreate a design by modelling shapes and lines from clay</p> <p>Apply the score and slip method of joining clay</p> <p>Explain techniques and processes</p>	<p>armature</p> <p>papier-mache</p> <p>slip</p>	<p>analogous colours</p> <p>contour</p> <p>score</p>
Year 5	Painting - Block E	<p>change the consistency of paint</p>	<p>Explore the effects that can be achieved by adding</p>	<p>coarseness</p> <p>dissolve</p>	<p>warping</p> <p>spritz</p>

		<p>by mixing with water, glue or flour</p> <p>use the wet-on-wet technique to create interesting paint effects</p>	<p>salt to a surface painted with watercolour</p> <p>Salt crystals absorb some of the water from the painted surface and leave impressions on the paper</p> <p>Watercolour paper is used because of its thickness and tendency not to warp when watery paint is applied</p> <p>Describe and evaluate the effects achieved using this technique</p> <p>Explore how wet or dry watercolour reacts to substances such as wax, bleach and salty water</p> <p>Use a range of materials and methods to apply paint or remove areas of paint</p> <p>Note the effects of texturing the paper prior to painting</p> <p>Explain methods used</p> <p>Describe and compare results</p>	<p>adhere</p>	<p>absorb</p>
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			<p>Respond to the work of an artist using technical language</p> <p>Create a painting in a similar style</p> <p>Make choices about techniques to use to achieve a desired effect</p> <p>Evaluate outcomes</p>		
Year 5	Creative Response - Block F	<p>create reduction prints and explain and record the process</p> <p>combine fabrics in a variety of ways</p> <p>weave, braid and construct art using natural objects</p>	<p>Explain and discuss the steps involved in the creative process:</p> <ul style="list-style-type: none"> •preparation •incubation •illumination •evaluation •verification <p>Practise the skill of creating simple designs based on observations of natural objects</p> <p>Explore the marks that can be made on a polystyrene tile in preparation for printing</p> <p>Evaluate outcomes</p>	<p>reduction printing</p> <p>etch</p> <p>embellish</p>	<p>illumination</p> <p>incubation</p> <p>proces</p>
Year 6	Drawing - Block A	<p>use a wide range of drawing tools</p> <p>enlarge an image from a sketch</p>	<p>Focus on and include detail</p> <p>Understand proportion of facial features</p>	<p>surreal</p> <p>portraiture</p> <p>symbolism</p>	<p>scale</p> <p>proportion</p> <p>figurative</p>

		explain their choices and the effects they intend to create	Draw a self-portrait and include a surreal background		
Year 6	Painting and Collage- Block B	<p>demonstrate refined skills in layering and overworking in collage</p> <p>select images, colours and textures to support their imagery</p> <p>understand the purpose of contrast by using opposing colours on the colour wheel</p> <p>combine colours as well as create tones and tints for effect and purpose</p>	<p>Cubism –a style of art which aims to show multiple viewpoints at one time; objects depicted look like they are made out of cubes and other geometric shapes</p> <p>Build up surfaces to show colour and shape</p> <p>Create changes in tone, shade or intensity by overlapping colours</p> <p>Transpose an image using tracing paper</p> <p>Consider colour, texture and weight of materials when balancing an image</p> <p>Use contrasting colours and patterns to affect how shapes and forms are seen</p> <p>Use collaging techniques to complement painting</p>	<p>cubism</p> <p>superimpose</p> <p>still life</p>	<p>balance</p> <p>observational</p> <p>drawing</p> <p>angles</p>
Year 6	Printmaking and Textiles - Block C	<p>follow a process to produce three colour reduction prints</p> <p>explain the terms: three dimensional,</p>	<p>Understand the concept of perspective and related vocabulary</p> <p>Follow the process of creating a one-point perspective drawing</p>	<p>vanishing point</p> <p>illusion</p> <p>perspective</p>	<p>batik</p> <p>tjanting tool</p> <p>resist art</p>

		<p>vertical, horizontal and diagonal</p> <p>use a viewfinder</p> <p>apply the tie dye technique</p> <p>make drawings applying proportion and scale</p>	<p>Explain how perspective drawings create the illusion of objects being near or far away Understand that perspective allows three dimensions to be presented on a flat surface</p> <p>Follow a specific printing process</p> <p>Explore how the application of paint and colour choices contribute to the effects achieved</p> <p>Create negative and positive spaces by repeating the same image by printing</p> <p>Use specialist tools and resist processes such as batik to create colourful images</p> <p>Gain knowledge and understanding of the origins and applications of traditional art processes</p> <p>Explore the effects of applying dye to a surface where wax has been applied</p>		
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Year 6	3D - Block D	<p>create 3D forms with paper and tissue, using an armature</p> <p>use tie dye techniques</p> <p>apply knowledge of complementary and analogous colours</p>	<p>Apply and adapt previously learned techniques to create 3D forms</p> <p>Create intentional designs using line and colour combinations</p> <p>Understand and use the terms amorphic and biomorphic</p> <p>Respond to the work of an artist</p> <p>Create biomorphic forms using starch as a stiffening agent</p> <p>Apply knowledge of complementary and analogous colours</p> <p>Explore how the application of heat can alter the properties of a solid and can cause it to change its form</p> <p>Create a mixed media sculpture in response to the work of an artist</p> <p>Understand the term asymmetrical balance and apply this when assembling 3D forms</p>	<p>translucent glassblowing starch</p>	<p>asymmetrical balance amorphous biomorphic</p>
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			Evaluate outcomes of processes completed		
Year 6	Painting - Block E	<p>explain the effects that can be achieved by adding salt to a surface painted with watercolour</p> <p>use a range of materials and methods to apply paint or remove areas of paint</p>	<p>Use appropriate vocabulary to describe the appearance and qualities of water</p> <p>Experiment with a range of techniques to achieved a specific outcome</p> <p>Make decisions about which techniques and materials were most effective and why</p> <p>Respond to the work of an artist, describing the effects created</p> <p>Use horizontal brushstrokes of different lengths and widths to create the illusion of ripples on water</p> <p>Alternate light and dark colours to create the illusion of movement and depth</p> <p>Use white in specific areas as a way of creating the illusion of light reflecting on water Evaluate outcomes</p> <p>Observe, draw and paint Koi fish</p>	<p>reflective</p> <p>oil</p> <p>translucent</p>	<p>resist</p> <p>absorb</p> <p>depth</p>

			<p>Consider the position of drawings to create the illusion of depth and distance</p> <p>Vary the amount of painted details to distinguish between those fish that are nearer the surface and those that are further away</p> <p>Add a final layer of paint effects to represent the surface of the water</p> <p>Evaluate outcomes</p>		
Year 6	Drawing and Textiles - Block F	<p>apply wax to the surface of fabric and dye it to create coloured designs and effects</p> <p>include detail and tone in sketches using a range of drawing medium and tools</p>	<p>Examine the proportions and structures of the hand</p> <p>Use line and tone to create shape and form in observational drawing</p> <p>Explore the tones and shades that can be achieved by using a range of grades of pencil</p> <p>Evaluate outcomes</p> <p>Use a tjanting tool and resist processes such as batik to create colourful images on fabric</p>	illumination incubation verification	observational intentional combine

			<p>Explore the effects that can be achieved by applying layers of wax and ink to fabric</p> <p>Apply wax to specific areas to create intentional patterns on fabric</p> <p>Evaluate outcomes</p> <p>Use the batik process to create patterns, lines and shapes on fabric</p> <p>Use observational drawings and thumbnail sketches as a design stimulus</p> <p>Combine colour and line to achieve a visually appealing and decorative design</p> <p>Evaluate outcomes</p>		
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