

HECKINGTON ST. ANDREW'S
C OF E PRIMARY SCHOOL



ART & DESIGN CURRICULUM AND
PROGRESSION DOCUMENTS



Intent

Our Art and Design curriculum is underpinned by the **National Curriculum**. The progression document outlines the progression in **skills**, use of different media, and **knowledge** about art and design set out for each year group. Pupils will explore their **creative** imagination, inspired by the work of recognised artists and architects, including visiting artists. They will focus on developing the **skills** that enabled the artist to succeed, whilst also being given opportunity to explore different ways of working to achieve a response for their audience. They will develop **core knowledge** centred on the language associated with tools, media, techniques and evaluation.

Implementation

Art and Design is taught discretely, with artists and pieces of art and design selected that are either contemporary to the focus of the unit or create a mood or an atmosphere that supports engagement with the learning. Teachers use Kapow Primary to underpin their planning as it has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- ✓ Increasing depth: Each time a skill or area of knowledge is revisited it is covered with greater depth.
- ✓ Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Teachers plan from the school progression document to ensure the balance of media, artists, and skills across the curriculum. Where teachers wish to vary things, they consult leaders to ensure that the breadth and balance is maintained. Teachers provide support to develop skills, through practical demonstration and/or video tutorials.

The following pages set out the content of the art and design curriculum at our school including our progression documents for key knowledge, process knowledge (skills) and vocabulary.



EYFS – EXPRESSIVE ARTS & DESIGN

YEAR 1

YEAR 2

YEAR 4

YEAR 3

YEAR 6

YEAR 5

YEAR 7

EYFS

CREATING WITH MATERIALS

BEING IMAGINATIVE & EXPRESSIVE

KS1

ART & DESIGN SKILLS

FORMAL ELEMENTS OF ART

LANDSCAPES USING DIFFERENT MEDIA

FORMAL ELEMENTS OF ART

SCULPTURE AND MIXED MEDIA

ART & DESIGN SKILLS

LKS2

EVERY PICTURE TELLS A STORY

FORMAL ELEMENTS OF ART

ART & DESIGN SKILLS

CRAFT / ART & DESIGN SKILLS

FORMAL ELEMENTS OF ART

PREHISTORIC ART

UKS2

FORMAL ELEMENTS OF ART: ARCHITECTURE

EVERY PICTURE TELLS A STORY

DESIGN FOR PURPOSE

PHOTOGRAPHY

MAKE MY VOICE HEARD

STILL LIFE

ART & DESIGN CURRICULUM ROAD MAP



Our art and design curriculum is based on the Kapow Primary schemes of work and are split into into five key areas:



Each unit contains five lessons which are taught in sequential order, to ensure that knowledge and process knowledge builds across a unit and across year groups.

KS1 National Curriculum Art & Design subject content Pupils should be taught to:	Art & design areas	Units of Work	
To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<div style="background-color: purple; color: white; padding: 2px; text-align: center;">Making Skills</div> <div style="background-color: blue; color: white; padding: 2px; text-align: center;">Generating Ideas</div> <div style="background-color: orange; color: white; padding: 2px; text-align: center;">Formal Elements</div>	<p style="text-align: center;">Y1</p> <p style="text-align: center;">Landscapes using different media</p> <p style="text-align: center;">Formal elements,</p> <p style="text-align: center;">Art and design skills</p>	<p style="text-align: center;">Y2</p> <p style="text-align: center;">Formal elements</p> <p style="text-align: center;">Sculpture and mixed media</p> <p style="text-align: center;">Art and design skills</p>
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<div style="background-color: purple; color: white; padding: 2px; text-align: center;">Making Skills</div> <div style="background-color: orange; color: white; padding: 2px; text-align: center;">Formal Elements</div>		
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.	<div style="background-color: yellow; color: black; padding: 2px; text-align: center;">Knowledge of artists</div> <div style="background-color: green; color: white; padding: 2px; text-align: center;">Evaluating</div>		

KS2 National Curriculum Art & Design subject content Pupils should be taught to:	Art & design areas	Units of Work			
To create sketch books to record their observations and use them to review and revisit ideas	<div data-bbox="714 467 985 525" style="background-color: #6a3d9a; color: white; padding: 2px; text-align: center;">Making Skills</div> <div data-bbox="714 544 985 601" style="background-color: #0070c0; color: white; padding: 2px; text-align: center;">Generating Ideas</div>	Y3 <u>Prehistoric art</u> <u>Formal elements</u> <u>Craft</u> <u>Art and design skills</u>	Y4 <u>Every picture tells a story</u> <u>Formal elements</u> <u>Art and design skills</u>	Y5 <u>Every picture tells a story</u> <u>Formal elements: architecture</u> <u>Design for a purpose</u>	Y6 <u>Make My Voice Heard</u> <u>Photography</u> <u>Still life</u>
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]	<div data-bbox="714 662 985 719" style="background-color: #6a3d9a; color: white; padding: 2px; text-align: center;">Making Skills</div> <div data-bbox="714 738 985 796" style="background-color: #c07040; color: white; padding: 2px; text-align: center;">Formal Elements</div>				
About great artists, architects, and designers in history	<div data-bbox="696 850 1001 908" style="background-color: #c09040; color: white; padding: 2px; text-align: center;">Knowledge of artists</div> <div data-bbox="714 927 981 984" style="background-color: #6a8d40; color: white; padding: 2px; text-align: center;">Evaluating</div>				

Golden Threads for Art

Relationships	Respect	Responsibility	Resilience	Reverence
<ul style="list-style-type: none"> We are helpful We work as a team We are kind and caring We are good communicators 	<ul style="list-style-type: none"> We are active listeners We show good manners We care for our environment We show consideration for others 	<ul style="list-style-type: none"> We own our actions We are self-motivated We are good role models We are in control of our learning 	<ul style="list-style-type: none"> We keep going We believe in ourselves We have a go We persevere 	<ul style="list-style-type: none"> We show empathy We are reflective We experience awe and wonder We practice stillness



Long Term Plan by Year Group

Year 1

Autumn 2: Formal elements of art (next taught Autumn 1 Year 2)	Spring 2: Art and design skills (next taught Summer 1 Year 2)	Summer 2: Landscapes using different media
<p>Lesson 1: SHAPE: Abstract Compositions Creating abstract art inspired by artist Beatriz Milhazes Generating Ideas Formal Elements Making Skills Evaluating</p> <p>Lesson 2: LINE: Exploring Line Creating shapes using string before drawing from observation Generating Ideas Formal Elements</p> <p>Lesson 3: LINE: Making Waves Creating a class piece of art inspired by music. Generating Ideas Formal Elements Making Skills</p> <p>Lesson 4: COLOUR: Making Colours Making secondary colours using play-doh Generating Ideas Formal Elements</p> <p>Lesson 5: COLOUR: Painting with Colour Putting into practise colour mixing skills to create work inspired by artist Jasper Johns Generating Ideas Making Skills</p>	<p>Lesson 1: Learning about the artist Louis Wain Generating Ideas in response to artists' work Knowledge of Artists Learning about the work of Louis Wain and responding visually and verbally Evaluating the work of others through discussions</p> <p>Lesson 2: Painting: Colour Mixing Making Skills Developing skill and control with painting Formal Elements Mixing and applying colour Generating Ideas Understanding how art relates to the world around us Knowledge of Artists The significance of using of colour by artists Evaluating Using the language of art</p> <p>Lesson 3: Craft: Printing Making Skills Using materials and printmaking techniques Formal Elements Colour, shape, form, and pattern Evaluating Strengths and weaknesses of their work</p> <p>Lesson 4: Drawing: Experimenting with Media Drawing geometric shapes inspired by the artist Kandinsky Making Skills Drawing using 2D geometric shapes Formal Elements Shape, form, and pattern Generating Ideas for patterns Knowledge of Artists Kandinsky Evaluating Strengths and areas of development within their work</p> <p>Lesson 5: Design: Lego Printing Creating patterns using Lego bricks Making Skills 2D artwork using printing methods Formal Elements Line, shape, form, colour and pattern Generating Ideas Creating original patterns and designs Evaluating Creating original patterns and designs</p>	<p>Lesson 1: Making Skills Creating textures and mixing colours</p> <p>Lesson 2: Formal Elements Making colours lighter or darker. Line.</p> <p>Lesson 3: Generating Ideas Through class discussion</p> <p>Lesson 4: Knowledge of artists Similarities and differences between works of art</p> <p>Lesson 5: Evaluating Making connections from artists' work to their own</p>

Year 2

Autumn 1: Formal elements of art (last taught Autumn 2 Year 1; next taught Spring 2 Year 3)	Spring 1: Sculpture and Design Skills	Summer 1: Art and design skills (last taught Spring 2 Year 1; next taught Summer 2 Year 3)
<p>Lesson 1: PATTERN: Repeating Patterns Identifying and painting repeating patterns Making Skills Formal Elements</p> <p>Lesson 2: TEXTURE: Taking Rubbings Taking rubbings of different textures Making Skills Formal Elements Generating Ideas</p> <p>Lesson 3: TEXTURE: Frottage Creating art from rubbings inspired by artist Max Ernst Making Skills Formal Elements Generating Ideas Knowledge of Artists</p> <p>Lesson 4: TONE: 3D Pencil Drawings Learning to use pencils to create different tones (inspired by artist Ed Ruscha) Making Skills Formal Elements Knowledge of Artists Evaluating</p> <p>Lesson 5: TONE: 3D Colour Drawings Creating tonal drawings of the solar system Making Skills Formal Elements</p>	<p>Lesson 1: Making Skills Creating 3D art Mixing, refining, and applying colours Developing skill and control with art materials including drawing, adding texture and blending pastels</p> <p>Lesson 2: Formal Elements Controlling drawing media to create tone and form Mixing and using colour as intended</p> <p>Lesson 3: Generating Ideas Creating large-scale artwork</p> <p>Lesson 4: Knowledge of artists Relating to the work of famous Pop artists to their own work</p> <p>Lesson 5: Evaluating Improving outcomes by making adjustments</p>	<p>Lesson 1: Drawing for fun Creating a piece of art on a theme of their choice Making Skills Developing an interest in drawing, using art for fun and pleasure Generating Ideas Creating art on personal themes that interest them Knowledge of Artists Exploring diverse forms of culturally significant art Evaluating own progress without being too critical of self</p> <p>Lesson 2: Drawing: Shading Creating drawings through the application of tone and shading Making Skills Exploring drawing techniques, developing ability to apply tone to create form Formal Elements Understanding line and tone through drawing and shading Knowledge of Artists Critically exploring the work of a famous artist and relating it to own Evaluating Orally describing art forms using language</p> <p>Lesson 3: Craft: Clay Creating repeating patterns using clay. Making Skills Using 3D clay to create 2D printed patterns and sculptural forms Generating Ideas Working instinctively with materials to create unique designs Formal Elements Advancing understanding of colour and pattern and form Evaluating Development of patterns and making adjustments to improve</p> <p>Lesson 4: Design: Clarice Cliff Plates Designing a ceramic plate in the style of Clarice Cliff Making Skills Developing techniques in creating 2D art using painting and designing Formal Elements Shape, form, and pattern Generating Ideas Creating own designs to original intentions. Knowledge of Artists Applying famous artist techniques to own designs Evaluating Making adjustments where needed to correct and improve outcomes</p> <p>5.Craft: Weaving a Picture Creating a weave to an animal shape design</p>

		<p>Making Skills Learning the craft skill of weaving through active learning methods Formal Elements Learning about pattern</p> <p>Evaluating Successes and failures of own work to specified intentions</p> <p>Lesson 6: Painting: Rollercoaster Ride Developing painting skills</p> <p>Making Skills Developing skill and control using a paintbrush Formal Elements Exploring colour through sweeping brush strokes Generating Ideas Developing ideas by evaluating work and adding details</p>
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Year 3		
Autumn 2: Prehistoric art	Spring 2: Formal Elements of Art (last taught Autumn 1 Year 2; next taught Spring 1 Year 4)	Summer 2: Art and Design skills (last taught Summer 1 Year 2; next taught Autumn 1 Year 4)
<p>Lesson 1: Making Skills Exploring unusual mediums Simplifying to abstract form Developing drawing and painting skills</p> <p>Lesson 2: Formal Elements Developing understanding of colour, line and form</p> <p>Lesson 3: Generating Ideas Expressing their thoughts and ideas about prehistoric art</p> <p>Lesson 4: Knowledge of artists Learning how prehistoric artists created painting materials</p> <p>Lesson 5: Evaluating</p>	<p>Lesson 1: SHAPE: Seeing Simple Shapes Identifying, drawing & labelling shapes around the school Making Skills Formal Elements</p> <p>Lesson 2: SHAPE: Geometry Identifying geometric shapes within an object and sketching Making Skills Formal Elements Generating Ideas</p> <p>Lesson 3 SHAPE: Working with Wire Creating a wire sculpture Making Skills Formal Elements</p> <p>Lesson 4: TONE: The Four Rules of Shading Formal Elements Evaluating</p> <p>Lesson 5: TONE: Shading From Light to Dark</p>	<p>Lesson 1: Craft and Design: Craft Puppets (3 Lessons) Designing and making 3D puppets Making Skills Designing and making 3D forms using art materials and techniques Generating Ideas Using sketchbooks to record ideas and observations about monsters Knowledge of Artists: Learning how artists make puppets and relating this to their work Evaluating: Describing the strengths and weaknesses of their work in light of critical evaluation and making corrections where possible Formal Elements Developing ability to model form in 3D, developing understanding of application of colour to decorate models</p> <p>Lesson 4: Painting: Tints and Shades Painting templates in light and dark tones Making Skills Developing ability to control the tonal quality of paint. Improving skill and technique when painting Formal Elements Developing ability to use qualities of tone when painting Knowledge of Artists Learning how famous artists used tone in their work</p>

<p>Understanding and reflecting on why early humans created art</p>	<p>Formal Elements Evaluating</p>	<p>Lesson 5: Drawing: My Toy Story Drawing toys from observation Making Skills Using a range of drawing and sculptural materials to draw from observation Generating Ideas Expressing thoughts, feelings and observations about objects they Formal Elements Developing use of line, tone and colour through drawing Knowledge of Artists Learning about the work of a cartoon illustrator Evaluating Discussing outcomes of their work, offering opinions and advice to others</p> <p>Lesson 6: Learning About Carl Giles Drawing cartoon characters on the theme of 'family' Making Skills Developing drawing skills by identifying and representing key features Generating Ideas Using their sketchbooks to develop ideas Knowledge of Artists Learning about the work of a cartoon artist Evaluating Comparing their work to that of famous artists</p>
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Year 4		
Autumn 1: Art and design skills (last taught Summer 2 Year 3)	Spring 1: Formal Elements of Art (last taught Spring 2 Year 3; next taught Autumn 2 Year 5)	Summer 1: Every Picture tells a Story (next taught Spring 2 Year 5)
<p>Lesson 1: Learning about...The role of a curator in an art gallery Making Skills Learning how to present and display works of art Knowledge of Artists Developing an understanding of the role of a curator Evaluating Learning how to present, speak and listen like an artist</p> <p>Lesson 2: Design: Optical Illusions Creating an image using a form of printing Making Skills Developing pupil's techniques in using and applying printing methods Formal Elements Developing a greater</p>	<p>Lesson 1: TEXTURE: Charcoal Mark Making <i>Creating drawing to represent words and phrases</i> Generating Ideas Formal Elements Evaluating</p> <p>Lesson 2: TEXTURE & PATTERN: Playdough Printing <i>Working with clay tools and creating prints</i> Generating Ideas Formal Elements Making Evaluating</p>	<p>Lesson 1: Formal Elements Describing the formal elements in artists work Engaging in critical question and answer sessions through works of art</p> <p>Lesson 2: Generating Ideas Expressing thoughts and feelings through art</p>

understanding of pattern to create art **Generating Ideas**
Representing ideas from multiple viewpoints and perspectives
Evaluating Using the language of art

Lesson 3: Design: Willow Pattern

Creating a chinoiserie plate design
Making Skills Diluting ink to create different shades and working with this new medium **Generating Ideas** Discussing key elements of a story to convey

Lesson 4: Craft: Soap Sculptures

Creating 3D sculptures inspired by Barbara Hepworth
Making Skills Learning how to create 3D forms from everyday materials **Formal Elements** Developing greater understanding of 3D form, design and texture **Generating Ideas** Expressing ideas and feelings on their own themes and designs **Knowledge of Artists** Learning how great artists made art and relating this to own work
Evaluating Making adjustments where needed to correct and improve outcomes

Lesson 5: Drawing: Still Life

Still Life drawing
Making Skills Developing techniques using drawing materials, using a pencil in different ways **Formal Elements** Developing a greater understanding of tone and line through drawing **Generating Ideas** Recording observations **Knowledge of Artists** Learning how artist Giorgio Morandi composed his paintings

Lesson 6: Painting: Paul Cezanne

Painting in the style of the artist Paul Cezanne
Making Skills Developing technical mastery of painting skills
Formal Elements Developing use of colour to create mood and emotion **Knowledge of Artists** Analyzing the paintings of artist Paul Cezanne **Evaluating**: Making adjustments where needed to correct and improve outcomes.

Lesson 3: PATTERN: Stamp Printing

Making stamps from geometric shapes to create prints

Formal Elements
Making **Evaluating**

Lesson 4: PATTERN: Reflection & Symmetry

Creating patterns using symmetry and reflection

Generating Ideas **Formal Elements**
Evaluating

Lesson 5: PATTERN: Flower of Life Printing

Creating a geometric pattern with a compass

Generating Ideas **Formal Elements**

Lesson 3: Knowledge of artists

Learning how artists tell stories in their work, recreating famous works of art, studying it in depth

Lesson 4: Evaluating

Describing paintings using the correct language of art, critically analysing them

Year 5

Autumn 2: Formal elements of art (last taught Spring 1 Year 4)	Spring 2: Every Picture Tells a Story (last taught Summer 1 Year 4)	Summer 2: Design for a Purpose
<p>Lesson 1: House Drawing Drawing from observation Formal Elements Evaluating</p> <p>Lesson 2: House Monoprints Creating a monoprint from observation Generating Ideas Formal Elements Evaluating</p> <p>Lesson 3: Hundertwasser House Transforming buildings in a style inspired by the artist Hundertwasser Generating Ideas Formal Elements Knowledge of Artists Evaluating</p> <p>Lesson 4: Be an Architect Designing a building in an architectural style Generating Ideas Formal Elements Evaluating</p> <p>Lesson 5: Monument Designing a monument to symbolize a building in an architectural style Generating Ideas Formal Elements Evaluating</p>	<p>Lesson 1: Making Skills Improving their control of 2D and 3D materials to suit a purpose</p> <p>Lesson 2: Formal Elements Developing understanding of colour, line and form</p> <p>Lesson 3: Generating Ideas Using thoughts and feelings to review ideas about their culture</p> <p>Lesson 4: Knowledge of artists Learning how artists make political statements through their art, e.g. Banksy</p> <p>Lesson 5: Evaluating Forming opinions about great artworks and key political events through debate and discussion</p>	<p>Lesson 1: Making Skills Design, control and manipulate art materials to suit a purpose</p> <p>Lesson 2: Formal Elements Build confidence in using colour, shape and pattern</p> <p>Lesson 3: Generating Ideas Expressing ideas and feelings about familiar products, designing and inventing new products</p> <p>Lesson 4: Knowledge of artists Learning how artists use colour, pattern and shape to create positive visual effects</p> <p>Lesson 5: Evaluating Presenting, discussing and critically appraising each other's work using the language of art</p>

Year 6

<p style="text-align: center;">Autumn 1: Photography</p> <p style="text-align: center;">Creating fun and inspirational art using photography, photomontage and drawing methods</p>	<p style="text-align: center;">Spring 1: Make my voice Heard</p> <p style="text-align: center;">Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry</p>	<p style="text-align: center;">Summer 1: Still Life</p> <p style="text-align: center;">Using a range of drawing techniques to create personal interpretations of familiar objects and memories</p>
<p>Lesson 1: Making Skills Developing skills in making art through digital processes Creating works of art through cutting, tearing and ripping images</p> <p>Lesson 2: Generating Ideas Expressing ideas about art through messages, graphics, text and images</p> <p>Lesson 3: Knowledge of artists Learning about the work of Hannah Hoch, Jenny Holzer and Edvard Munch</p> <p>Lesson 4: Evaluating Critically discussing their own and other's work, adapting and improving work as it progresses</p>	<p>Lesson 1: Making Skills Developing drawing and painting skills; creating graffiti art by creating a graffiti tag.</p> <p>Lesson 2: Formal Elements Developing understanding of line, tone and 3D form; creating emotions</p> <p>Lesson 3: Generating Ideas Producing a sketched composition to represent the First World War. Including appropriate symbols in their work.</p> <p>Lesson 4: Knowledge of artists Use paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica'</p> <p>Lesson 5: Evaluating Designing ideas for the fourth plinth in Trafalgar Square Correcting and improving outcomes</p>	<p>Lesson 1: Making Skills Developing techniques, including control and use of materials, including negative drawings</p> <p>Lesson 2: Formal Elements Learning about line and tone through drawing</p> <p>Lesson 3: Generating Ideas Producing personal interpretations of cherished objects</p> <p>Lesson 4: Knowledge of artists Investigating the work of Cezanne, Fumke and Nicholson</p> <p>Lesson 5: Evaluating Critically reviewing results and outcomes in light of evaluation</p>

PROGRESSION OF KNOWLEDGE AND PROCESS KNOWLEDGE (SKILLS)

MAKING

EIFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing						
<ul style="list-style-type: none"> • I am beginning to use a variety of drawing tools. • I can use drawings to tell a story. • I can investigate different lines. • I can explore different textures. • My drawings of people are becoming more accurate. 	<ul style="list-style-type: none"> • I can explore mark making • I know how to use 2D mathematical shapes to draw. • I know how to show how people feel in paintings and drawings. • I know how to use pencils to create lines of different thickness in drawings. 	<ul style="list-style-type: none"> • I can explore drawing techniques • I know how to apply tone to create form. • I can choose and use three different grades of pencil when drawing • I am developing skill and control with art materials including blending pastels. • I know how to use a viewfinder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> • I can identify and represent subject matter • I know how to use geometry and tonal shading. • I know how to show facial expressions in art. • I know how to use different grades of pencil to shade and to show different tones and textures • I can draw from observation. • I can draw with charcoal. 	<ul style="list-style-type: none"> • I know how to create geometric and mathematical drawings. • I know how to use tone in my still life drawing. • I know how to show facial expressions and body language in sketches. 	<ul style="list-style-type: none"> • I know how to draw from observation. • I know how to draw using the continuous line method. • I know how to use 2D drawings to develop my ideas for 3D work. • I know how to draw from different perspectives. • I can create detailed drawings. • I can experiment with shading to create mood and feeling. • I know how to draw using mathematical processes. 	<ul style="list-style-type: none"> • I can create detailed portraits using chiaroscuro techniques. • I can develop the continuous line technique. • I know who to draw for expression. • I can use a range of sketching methods. • I know how to draw still life using charcoal. • I know how to draw using a negative medium, identifying areas of light and dark. • I know how to use a full range of pencils, charcoal or pastels when creating a piece of observational art.

Colour						
<ul style="list-style-type: none"> I can investigate using different colours in my drawings and paintings. 	<ul style="list-style-type: none"> I know how to mix primary colours to create secondary colours. 	<ul style="list-style-type: none"> I know how to mix, refine and apply more sophisticated colours. 	<ul style="list-style-type: none"> I know how to make my own paints from natural pigments. I know how to create tints and shades. 			<ul style="list-style-type: none"> I can use my knowledge of colour mixing and tonal shading when using different colours. I know how to paint in an impressionist style.
Painting						
<ul style="list-style-type: none"> I can mix (not formal) different colours using paint I can experiment using a paint brush to make marks on paper 	<ul style="list-style-type: none"> I am developing my skill and control with painting. 	<ul style="list-style-type: none"> I am improving my painting skills, developing skill and control when painting. 	<ul style="list-style-type: none"> I am developing my ability to control the tonal quality of paint. I know how to create a background using a wash I know how to use a range of brushes to create different effects in painting. 	<ul style="list-style-type: none"> I am developing technical mastery of painting skills. I know how to use a range of different strokes and shades. I know how to show facial expressions and body language in paintings. 	<ul style="list-style-type: none"> I can further improve my skill and control when painting. 	<ul style="list-style-type: none"> I can further improve my skill and control when painting. I know how to create tonal paintings.
Materials						
<ul style="list-style-type: none"> I can handle, manipulate and enjoy using materials I can make a simple collage I can explore different textures and materials 	<ul style="list-style-type: none"> I know how to cut, roll and coil materials I know how to use a range of materials and printmaking techniques. I know how to create textured pieces. 	<ul style="list-style-type: none"> I know how to use a range of materials to design and make products. 	<ul style="list-style-type: none"> I can use a range of methods and materials to create puppets. 	<ul style="list-style-type: none"> I can make art from recycled materials. I know how to print using different materials I know how to print onto different materials using at least four colours. 	<ul style="list-style-type: none"> I know how to use recycled materials within mixed media art. I know how to select materials for a given purpose. I know how to create an accurate print design following 	<ul style="list-style-type: none"> I know how to use polyprint tiles to create repeating printed patterns. I know how to overprint to create different patterns.

				<ul style="list-style-type: none"> I am learning how to present and display works of art. 	given criteria <ul style="list-style-type: none"> I know how to express emotion in art 	
Craft						
<ul style="list-style-type: none"> I can do simple weaving 	<ul style="list-style-type: none"> I know how to etch into clay. I know how to print in 2D. 	<ul style="list-style-type: none"> I know how to craft weave. I know how to use 3D clay to create 2D printed patterns and sculptural forms. 	<ul style="list-style-type: none"> I know how to weave using paper and other materials. I know how to use tie dying. I know how to sew. 	<ul style="list-style-type: none"> I can show creativity in my choice of materials and composition. I know how to sculpt clay and other mouldable materials. 		<ul style="list-style-type: none"> I know how to express an idea or emotion through 3D clay sculpture. I know how to create 3D sculptural forms from a purpose.
ICT						
<ul style="list-style-type: none"> I can experiment using IT to create a simple picture using shapes. 	<ul style="list-style-type: none"> I know how to use IT to create a picture. 	<ul style="list-style-type: none"> I know how to use different effects within an IT paint package 	<ul style="list-style-type: none"> I know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others. 	<ul style="list-style-type: none"> I know how to integrate digital images into artwork. I know how to use photographs to help create reflections. 	<ul style="list-style-type: none"> I know how to use images created, scanned and found; altering them where necessary to create art. 	<ul style="list-style-type: none"> I know how to create photomontages, focussing on composition. I know how to create digital art using photography to create abstract and self-portrait pieces. I know how to use a range of e-resources to create art.

GENERATING IDEAS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sketch Books						
	<ul style="list-style-type: none"> I can follow my teacher's idea modelling through discussions. I can use my sketch book to record my thoughts and ideas and experiment with materials. 	<ul style="list-style-type: none"> I can follow my teacher's idea modelling through discussion and sketching. I can use my sketch book to record my thoughts and ideas, develop my skills and experiment with materials. 	<ul style="list-style-type: none"> I know how to use my sketch book to generate ideas and observations. I know how to express thoughts and observations in sketch books. I can make records of experiments with various materials. 	<ul style="list-style-type: none"> I can use my sketch book for planning and refining my ideas. I can use sketchbooks to help create facial expressions I can record my ideas for materials and composition. I am developing my skill and technique using various media in my sketch book. 	<ul style="list-style-type: none"> I can work collaboratively with others to explore ideas for meeting a design brief. I am developing and discussing my ideas through sketches. I am enhancing my knowledge of skill and technique using various media in my sketch book. 	<ul style="list-style-type: none"> I can develop and discuss my ideas through sketches. I can explain why different tools have been used to create art I can make personal investigations of interest and record observations in sketch books. I can record my experiments with various media and try out techniques and process in my sketch book before applying them.
Inspiration from others						
<ul style="list-style-type: none"> I can explore other artists' work and say what I like about it. 	<ul style="list-style-type: none"> I can generate original ideas by looking at other artists' work. 	<ul style="list-style-type: none"> I can develop original artwork from other sources. I can study natural forms in the world around me and relate it to my own artwork. 	<ul style="list-style-type: none"> I can express original thoughts and ideas about the art of others. 	<ul style="list-style-type: none"> I can use literary sources to convey ideas through art. I know how to experiment with the styles used by other artists. 	<ul style="list-style-type: none"> I can use the work of artists to explore my own ideas. I can express my ideas and feelings about familiar products. 	<ul style="list-style-type: none"> I am learning the different ways artists represent their ideas through paintings. I am developing my personal, imaginative responses to a theme.

Creating original artwork

<ul style="list-style-type: none"> • I can explore ideas through practical activities • I can create artwork using simple symmetry. 	<ul style="list-style-type: none"> • I can explore ideas through practical activities. • I know how to create moods in art work. • I can create original patterns and designs. 	<ul style="list-style-type: none"> • I know how to work instinctively with clay to create unique designs. • I know how to create a printed piece of art by pressing, rolling, rubbing and stamping. • I know how to represent myself through art. • I know how to create art on themes that personally interest me. 	<ul style="list-style-type: none"> • I know how to represent myself and my family through my art. • I know how to control materials to achieve a desired effect. 	<ul style="list-style-type: none"> • I know how to express my thoughts and feelings through a tactile creation of my own work. • I know how to manipulate composition and materials to achieve a desired effect. • I know how to represent ideas from multiple viewpoints and perspectives. 	<ul style="list-style-type: none"> • I can design new architectural forms to satisfy my own ideas and intentions. • I know how to experiment with media to create emotion in art • I know how to design and invent new products. • I can link my artwork to literary sources. • I know how to create ideas for inventions for a purpose. 	<ul style="list-style-type: none"> • I know how to express my ideas through messages, graphics, texts and images. • I know how to produce personal interpretations of cherished objects. • I know which media to use to create maximum impact • I know how to express my own ideas and feelings through pattern. • I know how to create imaginative and expressive 3D forms to convey meaning.
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FORMAL ELEMENTS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Colour						
<ul style="list-style-type: none"> • I can name colours • I can experiment with using primary colours 	<ul style="list-style-type: none"> • I know the names of the primary colours and that they can be mixed to make secondary colours. • I know how to create and describe 	<ul style="list-style-type: none"> • I know how to mix primary colours to create secondary colours (paint and pastels). • I know how to create brown paint. • I know how to 	<ul style="list-style-type: none"> • I know how to use the pigments in natural products to make different coloured paints. • I know how to manipulate paint to achieve 	<ul style="list-style-type: none"> • I know how to analyse and describe the use of colour within artists' work. • I know how to manipulate colour and pattern to create prints. 	<ul style="list-style-type: none"> • I know how to define and use more complex colours. • I know how to select and mix colours to depict my own thoughts, feelings and 	<ul style="list-style-type: none"> • I know how to select colours to accurately reflect objects in a still life composition. • I know how to express feelings, emotions and events through

	<p>different shades of one colour using paint.</p> <ul style="list-style-type: none"> I can choose and justify appropriate colours to reflect a theme and purpose. 	<p>create tints with paint by adding white and know how to create tones with paint by adding black</p> <ul style="list-style-type: none"> I can describe my use of colour to achieve a specified intention. 	<p>more accurate colours and shades.</p> <ul style="list-style-type: none"> I can articulate my understanding of application of colour to paint sculptural forms. 	<ul style="list-style-type: none"> I can describe how great artists mixed and applied paint. I know how to use colour to represent figures and forms in movement and know how to show reflections. 	<p>intentions.</p> <ul style="list-style-type: none"> I know how to organise colour to represent figures and forms in movement. 	<p>colour mixing.</p> <ul style="list-style-type: none"> I know how to recreate colours using by impressionist painters.
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Form and Space

<ul style="list-style-type: none"> I can handle, feel, enjoy and manipulate materials I can use construction I can build and destroy I can experiment with shape and model 	<ul style="list-style-type: none"> I am learning about form and space through 3D sculptures inspired by nature and animals. I am developing my language and understanding of form and space through whole class sculpture. 	<ul style="list-style-type: none"> I am becoming more able to articulate 3D form and space through practical activities. I know how to create 3D drawings. 	<ul style="list-style-type: none"> I am developing my ability to describe and model form in 3D using a range of materials. 	<ul style="list-style-type: none"> I know how to analyse and describe the use of form within artists' work. I am further extending my ability to describe and model form and space in 3D using a range of materials. 	<ul style="list-style-type: none"> I am making progress in my ability to describe and model form and space in 3D using a range of materials. 	<ul style="list-style-type: none"> I know how to convey, express and articulate a message or emotion through 3D sculpture. I know how to analyse and evaluate an artists' use of form.
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Line

<ul style="list-style-type: none"> I can investigate different lines. 	<ul style="list-style-type: none"> I know how to use and express line to represent a landscape and water. I am learning the vocabulary to describe different types of lines: vertical, horizontal, 	<ul style="list-style-type: none"> I know how to create portraits by controlling and defining my use of line for expression. I know how to draw lines with increased skill, awareness and control. 	<ul style="list-style-type: none"> I know how to express line in different ways to express geometric and organic forms. 	<ul style="list-style-type: none"> I know how to analyse and describe the use of line within artists' work. I can use my knowledge of lines of symmetry to help draw accurate shapes. I know how to 	<ul style="list-style-type: none"> I know how to extend and express drawings using a developing understanding of line. I know how to organise line, to represent figures and forms in movement. 	<ul style="list-style-type: none"> I can articulate my deepening knowledge of line to create portraits. I know how to develop continuous line drawing, developing control, expression, shape, form and
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	<p>crosshatched, wavy.</p> <ul style="list-style-type: none"> • I know how to use pencils to create lines of different thickness in drawings. 			<p>use line, to represent figures and forms in movement and know how to show reflections</p>		<p>detail.</p> <ul style="list-style-type: none"> • I know how to adapt the techniques of other artists to create abstract drawings.
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Pattern

<ul style="list-style-type: none"> • I can create repeating patterns • I can create irregular patterns 	<ul style="list-style-type: none"> • I understand patterns in nature from observation. • I know how to create patterns in a range of materials to develop my understanding. • I know how to design and create my own repeating patterns. 	<ul style="list-style-type: none"> • I know how to create a pattern of my choosing. • I can identify and relate man-made and natural repeating patterns. • I know an increasing range of techniques to express my knowledge of repeating and non-repeating pattern 	<ul style="list-style-type: none"> • I know how to construct patterns through craft methods to further their knowledge and understanding. 	<ul style="list-style-type: none"> • I know how to analyse and describe the use of pattern within artists' work. • I know how to create original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns. 	<ul style="list-style-type: none"> • I know how to construct images through various methods to further my knowledge and understanding. 	<ul style="list-style-type: none"> • I can use my knowledge and understanding of patterns to represent feelings and emotions. • I can extend and articulate my knowledge of pattern from multiple sources to create sophisticated original artwork.
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Shape

<ul style="list-style-type: none"> • I can experiment and create artwork using different shapes 	<ul style="list-style-type: none"> • I know how to create abstract compositions using various shapes. • I can identify, make and describe my use of shape for print. 	<ul style="list-style-type: none"> • I know how to compose geometric designs by adapting and synthesising the work of others. 	<ul style="list-style-type: none"> • I can identify 2D shapes within images and objects. • I can identify, draw and label simple shapes found in everyday objects. • I know how to create and form shapes from 3D materials. 	<ul style="list-style-type: none"> • I know how to analyse and describe the use of shape within artists' work. • I know how to use shape to represent figures and forms in movement and know how to show reflections. • I know how to express geometric compositions 	<ul style="list-style-type: none"> • I know how to compose original designs by adapting and synthesising the work of others. • I know how to analyse and evaluate an artists' use of shape. • I know how to organise shape to represent figures and forms in 	<ul style="list-style-type: none"> • I know how to sketch the key shapes of objects from different angles when drawing still life. • I can imitate the techniques of other artist using simplified shapes and lines to create more abstract drawings.
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				using mathematical shapes.	movement.	
Texture						
<ul style="list-style-type: none"> I am starting to experiment with different materials to create different textures. 	<ul style="list-style-type: none"> I can select, describe and use appropriate materials to create different textures. 	<ul style="list-style-type: none"> I can identify and describe different textures. I can select and use appropriate materials to create textures. 	<ul style="list-style-type: none"> I can analyse and describe the use of texture within artists' work. 	<ul style="list-style-type: none"> I know how to use marks and lines to show texture in art. know how to use a range of materials to express more complex textures. 	<ul style="list-style-type: none"> I am developing my knowledge and understanding of texture through practical making activities. I can experiment by using marks and lines to produce texture. 	<ul style="list-style-type: none"> I know how artists manipulate materials to create texture in a range of artwork.
Tone						
	<ul style="list-style-type: none"> I know that tone refers to the lightness and darkness of something. I am developing my understanding of the use of different tints and shades to create simple tone in my work. 	<ul style="list-style-type: none"> I know how to experiment with pencils to create more complex tones. I know that different ways of holding a pencil affects the tone created. I know how to use tone to create 3D form when drawing. 	<ul style="list-style-type: none"> I know how to apply and blend charcoal to create more sophisticated areas of tone. I know and can apply the four simple rules of shading. I am developing my skill and control when using tone. 	<ul style="list-style-type: none"> I know how to analyse and describe the use of tone within artists' work. I know how to use tone to represent figures and forms in movement and know how to show reflections. I know how to use a variety of tones to achieve different effects. I know how to use tone to create a 3D effect. 	<ul style="list-style-type: none"> I am developing an increasing sophistication in the use of tone to describe objects when drawing from observation. I know how to analyse and evaluate an artists' use of tone. I know how to organise tone to represent figures and forms in movement. 	<ul style="list-style-type: none"> I can deliberately manipulate tone to portray emotions – using “halo” and “chiaroscuro” techniques. I know how to use tone to describe light and shade, contrast and shadow.

KNOWLEDGE OF ARTISTS

EIFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> I am beginning to say what I like and don't like about a piece of art I can explore the work of <u>Wassily Kandinsky</u> and the use of shape and pattern within his work. I can use the work of Kandinsky to create my own artwork using pattern and shape. 	<ul style="list-style-type: none"> I can describe what can be seen and give an opinion about the work of an artist I can ask questions about a piece of art <u>Beatriz Milhazes</u> I know that abstract art uses shapes and colours. I can experiment with composition. <u>Bridget Riley</u> I can experiment with line drawing. I can explore <u>David Hockney</u> and <u>Vija Celmins</u>'s use of materials to represent water. I can explore <u>Jasper John</u>'s use of colour. I can compare <u>Wassily Kandinsky</u>, <u>Renata Bernal</u> and <u>Illya Bolotowsky</u>'s 	<ul style="list-style-type: none"> I can suggest how artists have used colour, pattern and shape I know how to create a piece of art in response to the work of another artist. I am inspired by the work of <u>Max Ernst</u> and know the technique "frottage" (taking rubbings from uneven surfaces). I can explore and replicate <u>Ed Ruscha</u>'s use of shading and tone to create a 3D look. I can recreate <u>Clarice Cliff</u>'s Circle Tree plate designs. I can use <u>Nancy McCroskey</u>'s mural, <i>Suite in Black, White and Grey</i> to explore and develop the skill of shading. I can use 	<ul style="list-style-type: none"> I know how to identify the techniques used by different artists I know how to compare the work of different artists I can recognise when art is from different cultures I can recognise when art is from different historical periods. I can discuss and analyse <i>Self-portrait with thorn necklace and hummingbird</i> by Frida Kahlo, before using the piece as inspiration for my own portrait. I can use <u>Keith Haring</u> and <u>Banksy</u> graffiti art to inspire my own work of art on canvas and the wall. I can create my own collages in 	<ul style="list-style-type: none"> I can explain some of the features of art from historical periods I know how different artists developed their specific techniques I can explore Henry Matisse's print <i>The Sheaf</i> before recreating my own print in the same style I can analyse the formal elements of Julian Opey's portraits I can replicate his painting style. I can explore composition for still life drawing through the work of <u>Giorgio Morandi</u>. I can analyse the formal elements of <u>Jim Bachor</u>'s street mosaics before creating my own mosaic. I can learn about the life 	<ul style="list-style-type: none"> I know how to research the work of an artist and use their work to replicate a style. I can use architect <u>Friedensreich Hundertwasser</u>'s work as inspiration for my own house designs. I can analyse the messages within <u>Banksy</u>'s <i>Clacton Pigeon Mural</i>. I can create symmetrical, abstract prints in the style of <u>Andy Warhol</u>. I can develop the ability to read a picture with empathy through the analysis of <u>John Singer</u>'s picture <i>Gassed</i> I am developing ideas for 3D work through 2D drawings, following methods used 	<ul style="list-style-type: none"> I can explain the style of art used and how it has been influenced by a famous artist I understand what a specific artist is trying to achieve in any given situation I understand why art can be very abstract and what message the artist is trying to convey. I can research and adopt the style of the impressionist painters, inspired by the work of <u>Claude Monet</u>. I can create a repeated pattern through printing, inspired by <u>William Morris</u>. I can analyse and evaluate <i>Nighthawks</i> by <u>Edward Hopper</u>, looking at what the scene

	<p>use of shapes within their works.</p> <ul style="list-style-type: none"> • I can explore the stories behind seaside inspired pieces by <u>Pierre Auguste, Renoir, Joaquin Sorolla and Peder Severin Kroyer.</u> • <u>Vincent Van Gogh</u> • I can create a textured collage for his painting <i>Fishing Boats on the Beach at Les Saintes-Maries-de-la-Mer.</i> • I can recreate <u>Louise Bourgeois's</u> giant spider sculpture, <i>Maman.</i> 	<p><u>Damien Hirst's Cornucopias</u> inspiration for drawing.</p> <ul style="list-style-type: none"> • I can analyse the work of <u>Julian Opie</u> and create portraits in his style. • I can use the work of <u>Edwina Bridgeman</u> as inspiration for creating clothes peg figures and evaluating her work. • I can create a giant piece of mixed media work in a pop art style inspired by <u>Roy Lichtenstein.</u> 	<p>the style of <u>Giuseppe Arcimboldo.</u></p> <ul style="list-style-type: none"> • I can discuss and analyse the style of <u>Jackson Pollock</u> with <i>Shimmering Substance</i> as inspiration before using this piece to create my own work, exploring paint. 	<p>and work of Claude Monet's The Thames series and how he influenced modern art.</p> <ul style="list-style-type: none"> • I can explore <u>David Hockney's</u> self-portraits before recreating it as a photo collage, with a modern twist. • I can use Barbara Hepworth's work as inspiration for soap sculptures. • I can explore the work of El Anatsui and create sculpture in the same style using recycled materials. 	<p>by <u>Magdalene Odundo.</u></p> <ul style="list-style-type: none"> • I can compare the work of South American Artist <u>Joaquin Torres Garcia</u> with <u>Mondrian.</u> 	<p>depicts and the formal elements of the piece.</p> <ul style="list-style-type: none"> • I am learning how to represent emotion through art using the work of artist <u>Kathe Kollwitz</u> as an example. • I can explore symbolism and tone in <u>Pablo Picasso's Guernica.</u> • I can analyse <u>Mark Wallinger's Ecce Homo</u> sculpture. • I am learning about photomontage through the work of <u>Hannah Hoch, Peter Kennard and Jerry Uelsmann.</u> • I can use art to communicate meaning in the style of <u>Jenny Holzer's</u> truisms. • I can analyse the work of <u>Edward Weston</u> and can observe the abstract-looking images created through macro
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						<p>photography before creating my own in a similar style.</p> <ul style="list-style-type: none"> • I can examine <u>Edvard Munch's <i>The Scream</i></u>, looking specifically at mood and expression. • I can use <u>Paul Cezanne's <i>Still Life with Apples</i></u> to develop my ability to add colour effectively to still life.
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EVALUATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I am starting to say what I like and dislike about my artwork. 	<ul style="list-style-type: none"> • I can recognise and describe key features of my own work and the work of others. • I can describe what I think about the work of others. 	<ul style="list-style-type: none"> • When looking at creative work, I can express clear preferences and give some reasons for these using some basic language of art (formal elements). • 	<ul style="list-style-type: none"> • I can reflect on preferences about my work in order to improve it. • I can discuss art using an increasingly sophisticated use of language (formal elements). 	<ul style="list-style-type: none"> • I can use my own and other's opinions of my work to identify how to improve. • I am building a more complex vocabulary when discussing art (formal elements). 	<ul style="list-style-type: none"> • I can regularly analyse and reflect on my progress taking account of intentions and options. • I am developing a greater understanding of vocabulary when discussing my own and the work of others. 	<ul style="list-style-type: none"> • I can give reasoned evaluations of both my own and others' work which takes account of the starting points, intentions and context behind the work. • I know how to use feedback to make amendments and improvement to art. • I can use the language of art with greater sophistication to discuss art.

KEY VOCABULARY

Year 1		
Formal Elements of Art	Art and Design Skills	Landscapes
<ul style="list-style-type: none"> • Abstract • Composition • Modern art • Op art • Optical illusion • Photorealism • Pop art • Primary colours • Secondary colours • shape 	<ul style="list-style-type: none"> • 2D shapes • 3D shapes • Abstract • Contemporary • Drawing mediums • Narrative • Printing • Shade • Tudor=style house 	<ul style="list-style-type: none"> • figurative • horizon line • impressionism • landscape • post impressionism • representation • shading • tone
Year 2		
Formal Elements of Art	Art and Design Skills	Sculptures
<ul style="list-style-type: none"> • tessellation • repeating pattern • overprinting • rubbing • frottage • 3D drawing • Dada • Surrealism • Pop art 	<ul style="list-style-type: none"> • Air-drying clay • Ceramics • Concentric circles • Repeating pattern • Score • Sketch • Slip • tone 	<ul style="list-style-type: none"> • Blend • Cartoon • Colour wash • Comic • Dot matrix • Illustrator • Pop art • Sculpture

Year 3		
Formal Elements of Art	Art and Design Skills	Pre-historic Art
<ul style="list-style-type: none"> • 3D form • Facial features • Geometric shapes 	<ul style="list-style-type: none"> • cartoonist • character • minimal 	<ul style="list-style-type: none"> • Cave artists • Charcoal • Geometric shapes

<ul style="list-style-type: none"> Guidelines Sketching Shading Template tone 	<ul style="list-style-type: none"> opaque puppet sketching style three-dimensional tint tone 	<ul style="list-style-type: none"> Iron age Line drawings Native Prehistoric Proportions Stone age Texture Tone
Year 4		
Formal Elements of Art	Art and Design Skills	Every Picture tells a Story
<ul style="list-style-type: none"> 2D shapes Abstract Charcoal Pattern Reflection Symmetrical Texture 	<ul style="list-style-type: none"> lenticular lens optical illusion score sequential order thematic 	<ul style="list-style-type: none"> Abstract Narrative Pop art Preparatory drawing Re-enact
Year 5		
Formal Elements of Art	Every Picture tells a Story	Design for Purpose
<ul style="list-style-type: none"> Abstract Amphitheatre Ancient Architects Composition Cryptic Legacy Mono-print Ornate Pattern Plaque Representation Shading Sketch Stadium Symbolism 	<ul style="list-style-type: none"> Abstract Anonymous Brexit Emojis Immigration Mural Pictograms Racism Street art symmetrical 	<ul style="list-style-type: none"> client collaboration design brief font heraldry logo pitch presentation prototype sketch slogan sound bite template urban unique selling point (USP)
Year 6		
Photography	Make my Voice Heard	Still Life
<ul style="list-style-type: none"> composition crop 	<ul style="list-style-type: none"> abstract chiaroscuro 	<ul style="list-style-type: none"> abstract cartoon

- digital expression
- lens
- macro
- photography
- self-portrait
- technique
- truism

- composition
- figurative
- graffiti art
- parallel lines
- serif
- symbolism
- tag

- charcoal
- colour wheel
- composition
- cuboid
- greyscale
- hue
- negative image
- sketching
- still life
- underpainting
- visual minutes

ASSESSMENT

Pre-assessment

We use a range of strategies to elicit pre and misconceptions of a unit which will enable teachers to adapt short term planning to include time to address areas of need. Examples of tasks include discussion, low stakes quizzes (including use of end of unit quiz at the start to demonstrate progress) and knowledge capture activities.

Ongoing formative assessment and feedback

Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting of deeper thinking using questioning for mastery. Children are supported to use knowledge organisers, teaching materials on interactive whiteboards, working walls, sentence stems and key vocabulary to explain their thinking and develop understanding. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback. At Heckington St Andrew's we recognise the value of teacher observation and of a dialogic, language rich learning environment.

Retrieval practice

Evidence (classroom) based research informed strategies are adopted by class teachers to promote metacognition. Pupils are offered carefully planned tasks to promote knowledge retrieval bringing core knowledge and skills into long term and working memory. Children are explicitly taught these skills and they are reinforced in UKS2 where preparation for KS3 study is considered. We recognise the underpinning cognitive processes of these tasks, and the application of literacy skills, in developing good revision strategies and skills for life beyond primary school.

End of unit assessments

An end of unit quiz will be completed by each pupil. Teachers will also present a knowledge capture activity which, along with the end of unit quiz, will inform teacher assessment of the unit. If these have also been used at the start of the unit then they will also be used to assess progress.