



Coads Green Primary School Knowledge and Skills Organiser

Art and Design



Purpose of Study

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving, Creativity, Resilience and Determination.

Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

Visible Learning	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
	<i>Can I plan and organise me learning before I start?</i> <i>Where am I with my learning?</i> <i>How well have I achieved my success criteria?</i> <i>What is my next step?</i> <i>Can I use feedback to help me?</i>	<i>Can I explain my learning to someone else?</i> <i>Can I explain the strategies I have used in my learning?</i> <i>Can I ask a range of questions to deepen my understanding?</i>	<i>Can I organise my knowledge to support new learning?</i> <i>Do I look for and recognise similarities and differences in my tasks?</i> <i>When have I applied my learning to another area?</i> <i>Can I apply my learning to another context?</i>

EYFS

During the Early Years Foundation Stage (EYFS), children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials.

The Early Years outcomes for Art and Design are taken from the following area of learning:

Expressive Arts and Design

During the Early Years Foundation Stage children will learn to:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

EYFS Areas of Learning codes

PSED- Making Relationships PSED(MR)
 PSED- Self-Confidence and Self-Awareness PSED(SC&SA)
 PSED- Managing Feelings and Behaviour PSED(MF&B)
 CAL- Listening and Attention CAL(L&A)
 CAL- Understanding CAL(U)
 CAL- Speaking CAL(S)
 PD- Moving and Handling PD(M&H)
 PD- Health and Self-Care PD(H&SC)
 L-Reading L(R)
 L-Writing L(W)
 M-Numbers M(N)
 M-Shape, Space and Measure
 M(SSM) UW- People and Communities UW(P&C)
 UW- The World UW(TW)
 UW- Technology UW(T)
 EAD- Exploring and Using Media and Materials EAD(EUMM)
 EAD- Being Imaginative EAD(BI)

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Drawing Painting	Textiles	Drawing - artist Print	Sculpture	Drawing	Collage

	<p>Explain what they like about the work of others.</p> <p>Give reasons for preferences when looking at art/craft or design work.</p>	<p>Know the names of tools, techniques and elements</p>	<p>Explain what they like about the work of others.</p> <p>Know the names of tools, techniques and elements.</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and they use.</p>	<p>Explain what they like about the work of others.</p> <p>Try out different activities and make sensible choices about what to do next.</p> <p>Know that different artistic works are made by craftspeople from different cultures and times.</p>	<p>Give reasons for preferences when looking at art/craft or design work.</p>	<p>Know the names of tools, techniques and elements</p> <p>Try out different activities and make sensible choices about what to do next.</p>
Skills	<p>I can draw lines and curves accurately with correct pencil grip.</p> <p>I can hold a paint brush to make marks which I ascribe meaning to.</p> <p>I can select and use colours for a specific purpose.</p>	<p>I can join textiles using glue.</p>	<p>I can draw lines and curves accurately with correct pencil grip.</p> <p>I can use objects provided to create prints on paper.</p>	<p>I can use blocks in various sizes to create a sculpture and explain to others what I have made.</p> <p>I can roll dough and clay into a ball or sausage to create form.</p> <p>I can use a rolling pin to enlarge a surface when using dough or clay.</p>	<p>I can draw lines and curves accurately with correct pencil grip.</p>	<p>I can choose and use materials from a range provided.</p>
Vocabulary	<p>Paint, brush, mix, colours</p>					

Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task? Can I describe what I am going to do? How can I link my learning with my own experiences to help me?</i>		<i>Am I doing well?</i>		<i>How did I do? Am I able to re-tell what I have learnt and link them to other areas of learning?</i>	
Year A 1+2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Changes		Creatures		Time	
Knowledge	Drawing Drawing skills To know a variety of pencil techniques. Weather Pictures- know ways in which weather is portrayed differently in different art works. C. Birchfield's 'East Wind'. Van Gogh's 'Wheatfield with a reaper'. Digital skills- see Computing J2E	Painting – artist Know how to mix colours to create new ones. Know what the primary colours are. Painting weather pictures- understand how colours can be used together to create a different 'feel' in a painting.	Photography (Photography skills- taking photos of animals at the zoo/ aquarium.) To know how to use a digital camera/ ipad. To know how to frame a subject to take a photo	Collage To create an ocean collage out of plastics. To know how to combine materials to create the desired effect.	Drawing Drawing- observational drawings of plants/ flowers/ seeds/ bulbs. To know a range of drawing techniques.	Print Printing: create prints of flowers in the style of William Morris. To understand the printing process.
Exploring and developing ideas	Review what they and others have done and say what they think and feel about it, e.g. annotate sketch books. Identify what they might change in their current work or develop in future work. <i>Record and explore ideas from first hand experience and imagination.</i> <i>Ask and answer questions about the starting points for their work, and develop their ideas.</i> <i>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</i>					
Skills	I can colour (own work) neatly following the lines.	I can use thick and thin brushes to create line and fill.	Can identify and recognise examples of photography as a visual tool and an art form.	I can use a combination of materials that are cut, torn and glued.	I can colour (own work) neatly following the lines.	I can use objects to create prints (e.g., fruit, vegetables or sponges).

		I can mix primary colours to make secondary	Can suggest how the photographer organised the elements or recording of the image. Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition).	I can include texture or pattern. I can sort and arrange materials. I can mix materials to create texture.	I can draw lines of different sizes and thickness.	I can use repeating or overlapping shapes. I can mimic print from the environment (e.g. animals). I can press, roll, rub and stamp to make prints.
Year B 1+2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Home		Moving		Life	
Knowledge	<p>Drawing</p> <p>Drawing the world around us- Bodmin Moor.</p> <p>To know a range of different drawing techniques.</p>	<p>Textiles</p> <p>Create a mini patchwork quilt to represent the local area. Join with a running stitch.</p> <p>To know the name of needle, thread, cotton, fabric.</p> <p>(DT link)</p>	<p>Drawing</p> <p>To explore the works of various artists who show 'movement' within their works.</p> <p>To explore of range of drawing techniques and know how best to achieve them with a pencil.</p>	<p>Sculpture</p> <p>To create a sculpture with a moving part.</p> <p>To look at the works of other artists, who create kinetic sculptures.</p> <p>To understand how levers and pulleys can assist movement.</p> <p>(DT link)</p>	<p>Drawing</p> <p>To know a variety of different drawing techniques.</p> <p>To use a variety of different drawing equipment to create a range of effects.</p> <p>To understand what a 'still life' is.</p>	<p>Painting - artist</p> <p>To learn about the life and works of Claude Monet, and how he conveyed nature in his painting.</p> <p>To learn a new painting technique.</p>

Exploring and developing ideas	<p>Review what they and others have done and say what they think and feel about it, e.g. annotate sketch books. Identify what they might change in their current work or develop in future work. <i>Record and explore ideas from first hand experience and imagination.</i> <i>Ask and answer questions about the starting points for their work, and develop their ideas.</i> <i>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</i></p>					
Skills	<p>I can show different tones by using coloured pencils.</p> <p>I can show pattern and texture by adding dots and lines.</p>	<p>I can join materials using glue and/or a stitch through pre punched holes.</p> <p>I can use weaving to create a pattern.</p> <p>I can join materials using a running stitch.</p> <p>I can use weaving to create an effect.</p>	<p>I can show different tones by using coloured pencils.</p> <p>I can show pattern and texture by adding dots and lines.</p>	<p>I can use a combination of shapes to create a sculpture.</p> <p>I can begin to use paper, straws, card and clay as materials, along with a range of natural objects</p> <p>I can use rolled up paper, straws, paper, card and clay as materials, along with a range of natural objects.</p> <p>I can use techniques such as rolling, cutting, moulding and carving</p>	<p>I can show different tones by using coloured pencils.</p> <p>I can show pattern and texture by adding dots and lines.</p>	<p>I can add white to colours to make tints and black to colours to make tones.</p> <p>I can create colour wheels.</p>
vocabulary	<p>sketching book, self-portrait, sketching, observation, thick, thin, lines, crosshatching, primary/ secondary colours, poster paint, watercolours, pastels, light/dark, brush sizes, textures, collage, silhouette, join, sculpture, malleable, knead, roll, join, pattern, natural, manmade, recycled</p>					

Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task? Have I done anything like this before? How can I link my learning with my own experiences to help me?</i>		<i>Am I doing well? Do I need any different techniques to improve my learning/task?</i>		<i>Am I able to re-tell stories and link them to other areas of learning? How did I do in my task?</i>	
Year A 3+4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Changes		Creatures		Time	
Knowledge	Collage To know what collage is To be aware of why and how mosaics were used by the Romans to decorate their homes. To understand how different techniques, e.g. cutting, tearing, overlapping, create different effects To know how use of colour and combinations can create different effects.	3D objects – Roman Shields See DT knowledge and skills organiser	Work of other artists To be aware of Salvador Dali who was a Spanish Surrealist painter To recognise the style of Salvador Dali To be aware of the surrealism movement and its rationale Understand how the artist has portrayed his techniques within their art	Painting To revisit and know the primary colours of red, blue and yellow Understand that secondary colours will be produced by mixing primary colours together to create a painting of a dragon To know that a range of tones can be made by adding increasing amounts of a dark colour to a light colour	Printing To be aware of a variety of the printing technique of block printing Understand the processes used to produce a simple print using the 7 wonders of the world as a stimulus	Drawing To know how pencils are classified – hard (H) soft- blackness (B); also significance of number. For Example 4B is softer than 2B. To know that mark making can add texture to sketches and paintings. To be aware how famous artists, eg. Vincent Van Gogh, use mark making. To know that shading can make a 2D sketch look 3D.

Exploring and developing ideas	<p>Children start collection and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p> <p>Children practise and share their learning skills with others, giving and receiving feedback to improve.</p> <p><i>Use sketch books to record ideas</i></p> <p><i>Explore ideas from first-hand observations</i></p> <p><i>Question and make observations about starting points, and respond positively to suggestions</i></p> <p><i>Adapt and refine ideas</i></p> <p><i>Understand and use appropriate vocabulary</i></p>					
Skills	<p>Select colours and materials to create effect, giving reasons for their choice</p> <p>Experiment with creating mood, feeling, movement and areas of interest</p> <p>Refine work to ensure precision</p> <p>Learn and practice a variety of techniques – overlapping, tessellation, mosaic and montage</p>		<p>Use inspiration from famous artists to replicate a piece of work</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect</p>	<p>Use varied brush techniques to create shapes, textures. Patterns and lines</p> <p>Mix colours effectively using the correct language (see below)</p> <p>Create different textures and effects with paint</p> <p>Create mood in work through the use of warm and cool colours</p>	<p>Explore lines, marks, and tones through monoprinting on a variety of papers to create an image</p> <p>Explore images and recreate texture in a Collagraph print using corrugated card, string</p> <p>Explore colour mixing through printing using two colours of inks, a roller and stencil or press print</p>	<p>Select and record from first hand observation.</p> <p>Make informed choices in drawing including paper and media.</p> <p>Use a journal/ sketchbook to plan and develop ideas, gather evidence and investigate testing media.</p> <p>Plan, refine and alter their drawings.</p> <p>Draws familiar things from different viewpoints and combines images to make new images.</p>

						<p>Begin to explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use and manipulate a range of drawing tools with control.</p>
Vocabulary	<p>Overlapping, tessellation, mosaic, montage, surrealism, tone, tint, hue, shade, primary, secondary, line, tone, pattern, shape, texture</p>					
Year B 3+4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Home		Moving		Life	
Knowledge	<p>Drawing – still life To know how pencils are classified – hard (H) soft- blackness (B); also significance of number.</p> <p>To know that mark making can add texture to sketches and paintings.</p> <p>To know that shading can make a 2D sketch look 3D.</p>	<p>Textiles To be aware of a range of materials and be able to select ones appropriate to the task</p> <p>Understand and use a variety of techniques e.g. printing, dyeing and stitching to create different textural effects</p> <p>Know and use key vocabulary when talking about their work</p>	<p>Drawing – Famous, notable artist Use inspiration from famous artists to replicate a piece of their work</p> <p>Reflect upon their work inspired by famous artist and the development of their art skills</p> <p>Express an opinion on the work of famous artist</p>	<p>Sculpture To become proficient in sculpting techniques and improve their mastery of art and design techniques:</p> <p>Cut, make and combine shapes to create recognisable forms</p> <p>Use clay and other malleable materials and</p>	<p>Painting To be aware of cave art and its significant meaning.</p> <p>To understand the term parietal.</p> <p>To know what a limited palette is and be able to work within its restrictions.</p> <p>To understand how a range of tones can be made by adding increasing</p>	<p>Drawing Understand the different grades of pencil and other implements.</p> <p>Understand the aspects such as line, tone and shape and how they can be used to represent things seen, imagined or remembered.</p>

	To know that a grid can be used as a tool when sketching, helping with proportion but also as an aid to enlarge sketches. To know what `Still Life` is and be aware of established artists who created Still life work.			practice joining techniques Add materials to the sculpture to create detail	amounts of dark colour to a light colour.	
Exploring and developing ideas	<p>Children start collection and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p> <p>Children practise and share their learning skills with others, giving and receiving feedback to improve.</p> <p><i>Use sketch books to record ideas</i></p> <p><i>Explore ideas from first-hand observations</i></p> <p><i>Question and make observations about starting points, and respond positively to suggestions</i></p> <p><i>Adapt and refine ideas</i></p> <p><i>Understand and use appropriate vocabulary</i></p>					
Skills	<p>Select and record from first hand observation.</p> <p>Make informed choices in drawing including paper and media.</p> <p>Use sketchbook to plan and develop ideas, gather evidence and</p>	<p>Name the tools and materials they have used.</p> <p>Choose textiles as a means of extending outcomes already achieved.</p> <p>Develop skills in stitching, cutting and joining.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of</p>	<p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Learn to secure work to continue at a later date.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p>	<p>Build on previously learned skills: Explore shading, using different media to achieve a range of light and dark tones, black to white. Explore the roles of purposes of artists.</p> <p>Select and record from first hand</p>

	<p>investigate testing media.</p> <p>Plan, refine and alter their drawings.</p> <p>Explore shading, using different media to achieve a range of light and dark tones, black to white.</p> <p>Begin to explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use and manipulate a range of drawing tools with control.</p> <p>Use a viewfinder to select a view and visual clues in an image, then record what is in the frame.</p>	<p>Use a variety of techniques such as printing, dying, quilting, weaving, embroidery, paper and plastic trappings and applique.</p> <p>Discriminate between fabric materials to select and assemble a constructed form.</p> <p>Print on fabric using a monoprint block or tile, or as part of a group using a simple stencil.</p> <p>Attach different elements using stitching, using straight stitch, running or cross stitch.</p>	<p>pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p> <p>Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Attempt to show reflections in a drawing</p>	<p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p>	<p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Work in the style of cave art to reflect its significance</p>	<p>observation in sketchbooks.</p> <p>Make informed choices in drawing including paper and media.</p> <p>Plan, refine and alter their drawings.</p> <p>Explore shading, using different media to achieve a range of light and dark tones, black to white.</p> <p>Draw familiar things from different viewpoints and combines images to make new images.</p> <p>Begin to explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use and manipulate a range</p>
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			Use media and techniques (line, tone, colour) to show representation of movement in figures and forms			of drawing tools with control. Use sketchbook to support the development of a design over several stages.
Vocabulary	As before plus: Observational skills, still life grades of pencil, scale, refine, smudge, blend, shading, brush size, effects, colour match, acrylic, block printing, relief/impressed, rollers, overlays, sculpture, slip, construct, texture, embroidery, tapestry, digital art					
Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task? Where do I start and what strategies will I use? What type of resources will I need to complete my learning? Have I got everything I need to complete my task? How can I break down the task into smaller steps to make my learning more manageable?</i>		<i>Do I need any different techniques to improve my understanding of the process? Am I finding this challenging? Do I need to re-read information to make it clearer? Do I need to change my strategy?</i>		<i>Did I use the right strategy? How did the feedback I received help me? For future tasks, would I use another strategy?</i>	
Year A 5+6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Changes		Creatures		Time	
Knowledge	Printing- Artist - William Morris To know who William Morris was and understand the significance of his designs. Know the patterns and styles used by William Morris.	See DT - Construction	Drawing – still life To know which pencil to use for a given task (H/B and which number) To understand that depth can be created by changes in shade and colour.	See DT - Cookery	Mixed media 3D- Egyptian burial mask Understand the purpose of an Egyptian death mask Understand and use colours	See DT - Textiles

	<p>Understand printing techniques and how they work.</p> <p>Know that patterns can be created by repeating a block print and carefully planning their design to create one large repeated image.</p>		<p>To know a range of techniques to shade and create a 3D effect.</p> <p>Understand that images change dependent on the light source.</p>		<p>appropriate for a death mask</p> <p>Understand how to use papier mache to create a 3d structure</p>	
Exploring and developing ideas	<p>Children start to compare ideas, methods and approaches in their own and others' work saying what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop further.</p> <p>They continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p> <p>Children practise and share their learning skills with others, giving and receiving feedback to improve.</p> <p><i>Select and record from first-hand observation, experience and imagination, exploring ideas for different purposes.</i></p> <p><i>Question and make thoughtful observations about starting points and select ideas to use in their work.</i></p> <p><i>Explore the roles and purposes of artists, craftspeople and designers in different times and cultures.</i></p> <p><i>Use sketch books to record ideas and annotate work</i></p> <p><i>Understand and use appropriate vocabulary</i></p>					
Skills	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for</p>	<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for</p>	<p>Develop a painting from a drawing, carrying out preliminary studies and trying out different media and materials</p> <p>Mix and match colours to create</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with a range of media to overlap and</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p>

	<p>different purposes i.e. shading, hatching within their own work.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and a horizon</p> <p>Begin to develop an awareness of composition, scale, and proportion in their paintings.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>Show experience in a range of mono print techniques.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p>	<p>different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p>	<p>atmosphere and light effects</p> <p>Be able to identify primary, secondary, complementary, and contrasting colours: use more specific colour language: work with complimentary colours.</p>	<p>layer, creating interesting colours and textures to create a collage</p>	<p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Identify artists who have worked in a similar way to their own</p>
Vocabulary	<p>As before plus: theory of colour, warm/cold colours, complementary/harmonious colours, atmosphere, light/dark/shadow, composition, shading, perspective, 3D, horizon, contrast, mixed media, cross-stitch, sculpt, slabs, coils, slip</p>					
Year B 5+6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Home		Moving		Life	
Knowledge	See DT - Food	Painting – landscape	3D- sculpting totem poles	See DT - Construction	Collage- artist - Peter Blake	See DT - Textiles
		Understand how Kurt Jackson uses different textures in his painting.	Understand the significance of totem poles on Native American Culture		To know who Peter Blake is and understand	

		<p>Understand how light and shade is created in landscape painting.</p> <p>Understand that paint can be applied using different resources and techniques.</p> <p>Understand that different paints create different effects.</p>	<p>Know that animals on totem poles represent families and characteristics of people.</p> <p>Represent own characteristics as animals.</p>		<p>the significance of his designs.</p> <p>Understand the pop art movement and recognise pop art and pop artists.</p> <p>Understand that collage can be created physically and digitally.</p> <p>Know how to use size and space to create different effects.</p>	
Exploring and developing ideas	<p>Children start to compare ideas, methods and approaches in their own and others' work saying what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop further.</p> <p>They continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p> <p>Children practise and share their learning skills with others, giving and receiving feedback to improve.</p> <p><i>Select and record from first-hand observation, experience and imagination, exploring ideas for different purposes.</i></p> <p><i>Question and make thoughtful observations about starting points and select ideas to use in their work.</i></p> <p><i>Explore the roles and purposes of artists, craftspeople and designers in different times and cultures.</i></p> <p><i>Use sketch books to record ideas and annotate work</i></p> <p><i>Understand and use appropriate vocabulary</i></p>					
Skills	Work in a sustained and independent way to develop	Develop a painting from a drawing, carrying out preliminary studies	Work in a safe, organised way, caring for equipment. Secure	Work in a sustained and independent way to develop their	Use fabrics to create 3D structures	Work in a sustained and independent way to develop their

	<p>their own style of drawing.</p> <p>This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e., shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed</p>	<p>and trying out different media and materials</p> <p>This style may be through the development of: colour, tone and shade.</p> <p>Be able to identify primary, secondary, complementary, and contrasting colours: use more specific colour language: work with complimentary colours.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Understand which works well in their work and why</p>	<p>work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p>	<p>own style of drawing.</p> <p>This style may be through the development of: line, tone, pattern, texture.</p> <p>Work with a variety of sources including observation, photographs and digital images</p>	<p>Use different grades of threads and needles</p> <p>Experiment with a range of media to overlap and layer, creating interesting colours and textures to create a collage</p> <p>Use a range of information to inform their design</p> <p>Follow and refine a plan</p> <p>Justify plan and outcome to others</p>	<p>own style of drawing.</p> <p>This style may be through the development of line, tone, pattern, texture.</p> <p>Work with a variety of sources including observation, photographs and digital images</p> <p>Develop close observation skills using a variety of view finders</p>
Vocabulary	As before plus:					

	theory of colour, warm/cold colours, complementary/harmonious colours, atmosphere, light/dark/shadow, composition, shading, perspective, 3D, horizon, contrast, mixed media, cross-stitch, sculpt, slabs, coils, slip		
Metacognition	Planning <i>What resources do I need to carry out my task?</i> <i>Where do I start and what strategies will I use?</i> <i>What type of resources and materials will I need to complete my learning?</i> <i>How can I break down the task into smaller steps?</i>	Monitoring <i>Am I finding this challenging?</i> <i>Is there anything I need to stop and change to improve the understanding of my learning?</i> <i>Do I need to re-read information to make it clearer?</i> <i>Do I need to change my strategies?</i>	Evaluation <i>Did I use the right strategy?</i> <i>How did the feedback I received help me?</i> <i>For future tasks, would I use another strategy?</i> <i>Did I pace myself appropriately to get the task done?</i>