



Progression of Skills by Year Group

Subject/Area: Art

		Nursery Art Objectives	Reception Art Objectives	Reception ELG's
		<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

		Year One	Year Two	Year Three	Year Four
Inspiring Artists		Andy Goldsworthy Ashley Jackson Jan Griffier Ndebele Art Barbara Hepworth	Andy Goldsworthy Ashley Jackson Jan Griffier Ndebele Art Barbara Hepworth	Di Vinci Turner Warhol Gaudi David Shepherd Henry Rousseau Picasso	Di Vinci Turner Warhol Gaudi David Shepherd Henry Rousseau Picasso
Generating Ideas		<p>Begin to understand how to use ideas and starting points.</p> <p>Begin to collect visual information.</p> <p>Begin to explore different methods and materials as ideas develop.</p>	<p>Develop responses to ideas and starting points.</p> <p>Explore own ideas and those of other artists and collect visual information to support this.</p> <p>Investigate a wider variety of methods and materials as ideas progress.</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas.</p> <p>Explore ideas in a variety of ways.</p> <p>Begin to develop a visual language when discussing art.</p>	<p>Use starting points to expand upon initial ideas about art focus.</p> <p>Gather and use information from a wide range of resources.</p> <p>Continue to improve and expand ideas as they progress.</p> <p>Use different approaches to investigate thought processes.</p> <p>Comment on artworks using a growing visual language.</p>

Mastering Techniques	Drawing	<p>Express our thoughts and feelings through drawing.</p> <p>Draw lines of different shapes and thickness, using different grades of pencil.</p> <p>Interpret an object through drawing.</p>	<p>Express our thoughts and feelings through drawing.</p> <p>Draw lines of different shapes and thickness, using different grades of pencil and the reasons why.</p> <p>Use charcoal and pastels to create different drawing styles</p> <p>Interpret an object through drawing, using a viewfinder to observe closely.</p>	<p>I can use sketches to develop a final piece of work</p> <p>I can use drawing as a tool to express an idea</p> <p>I can use different shading techniques to give depth to a drawing</p> <p>I can use different shading techniques to create texture in a drawing</p>	<p>I will experiment with drawing techniques to support their observations</p> <p>I will create a sense of distances and proportion in a drawing.</p> <p>I will use experimental drawing techniques to create atmosphere in a drawing.</p> <p>I will explain why they have chosen specific materials to draw with</p>
		<p><u>Cycle A</u> Topic - <u>Landscapes</u> Skill - pencils. Shapes Artist - Ashley Jackson</p> <p><u>Cycle B</u> Topic - <u>Cityscapes</u> Skill - Pastels, shapes Artist-Jan Griffier</p> <p>Topic - <u>Ndebele Art</u> Skill - pencils, pastels</p>	<p><u>Cycle A</u> Topic - <u>Landscapes</u> Skill - pencils. Shapes Artist - Ashley Jackson</p> <p><u>Cycle B</u> Topic - <u>Cityscapes</u> Skill - Pastels, shapes Artist-Jan Griffier</p> <p>Topic - <u>Ndebele Art</u> Skill - pencils, pastels</p>	<p><u>Cycle A</u> Topic – <u>Anglo Saxon and Vikings</u> Art Skill – Sketching Final Outcome – Portrait of an Anglo Saxon Artist focus: Leonardo Da Vinci</p> <p><u>Cycle B</u> Topic - <u>Rainforest</u> Art Skill – Sketching Final Outcome – Sketching a picture of a tiger in a storm Artist Focus – Henry Rousseau</p>	<p><u>Cycle A</u> Topic – <u>Anglo Saxon and Vikings</u> Art Skill – Sketching Final Outcome – Portrait of an Anglo Saxon Artist focus: Leonardo Da Vinci</p> <p><u>Cycle B</u> Topic - <u>Rainforest</u> Art Skill – Sketching Final Outcome – Sketching a picture of a tiger in a storm Artist Focus – Henry Rousseau</p>

	Painting	Express our feelings through painting.	Express our feelings through painting.	I can mix a range of colour in the colour wheel	I will understand the different properties of the different types of paint
		Interpret an object through painting.	Interpret an object through painting.	I can identify what colours work well together	I will create mood in a painting
		Have a basic understanding of primary, secondary and tertiary colours.	Have a basic understanding of primary, secondary colours	I can create a background using a wash	I will use shade to create depth in a painting
		Name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades.	Experiment with watercolours.	I can use a range of brushes to create different effects	
				Have a basic understanding of Primary, Secondary and Tertiary colours	

	Final outcomes	<p><u>Cycle A</u> Topic - <u>landscapes</u> Skill - watercolour Artist -Ashley Jackson</p> <p>Topic - <u>Aboriginal art</u> Skill - painting</p> <p><u>Cycle B</u> Topic - <u>Landscapes - silhouettes</u> Skill - ready mixed paint Artist - Jan Griffier</p>	<p><u>Cycle A</u> Topic - <u>landscapes</u> Skill - watercolour Artist -Ashley Jackson</p> <p>Topic - <u>Aboriginal art</u> Skill - painting</p> <p><u>Cycle B</u> Topic - <u>Landscapes - silhouettes</u> Skill - ready mixed paint Artist - Jan Griffier</p>	<p><u>Cycle A</u> Topic - <u>Volcanoes</u> Art Skill – Painting, mixed media and sculpture Final outcome – Painting of a volcano - Sculpture of a volcano Artist focus – Turner to Warhol.</p> <p><u>Cycle B</u> Topic – <u>Ancient Egypt</u> Art Skill – Painting and Sculpture Final Outcome – Sculpting and painting a canopic jar Artist Focus – David Shepherd</p> <p><u>Topic – Stone Age</u> Art Skill – Painting and mixed media Final Outcome – Cave paintings Artist Focus - Picasso</p>	<p><u>Cycle A</u> Topic - <u>Volcanoes</u> Art Skill – Painting, mixed media and sculpture Final outcome – Painting of a volcano - Sculpture of a volcano Artist focus – Turner to Warhol.</p> <p><u>Cycle B</u> Topic – <u>Ancient Egypt</u> Art Skill – Painting and Sculpture Final Outcome – Sculpting and painting a canopic jar Artist Focus – David Shepherd</p> <p><u>Topic – Stone Age</u> Art Skill – Painting and mixed media Final Outcome – Cave paintings Artist Focus - Picasso</p>

	Collage	<p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can: use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials.</p>	<p>To become proficient in other art, craft and design techniques – collage.</p> <p>Use different types of media to embellish and add details onto my collage and explain what effect this has.</p>	<p>I can overlap materials</p> <p>I can use collage as a tool to develop a piece of mixed media</p> <p>I can use collage to create a mood board of ideas</p>	<p>I will overlap materials</p> <p>I will use collage as a tool to develop a piece in mixed media</p> <p>I will use collage to create a mood board of ideas</p>
	Final Outcome	<p><u>Cycle A</u> Topic – <u>Natural collage</u> Skill – collage Artist – Andy Goldsworthy</p> <p><u>Cycle B</u> Topic - <u>Animal face collage</u> Skill – Collage, mixed media Artist - Art room</p>	<p><u>Cycle A</u> Topic – <u>Natural collage</u> Skill – collage Artist – Andy Goldsworthy</p> <p><u>Cycle B</u> Topic - <u>Animal face collage</u> Skill – Collage, mixed media Artist - Art room</p>	<p><u>Cycle A</u> <u>Topic – Romans</u> Art Skill – Collage Final Outcome – Mosaics Artist Focus – Antoni Gaudi</p>	<p><u>Cycle A</u> <u>Topic – Romans</u> Art Skill – Collage Final Outcome – Mosaics Artist Focus – Antoni Gaudi</p>

	3D/Sculpture	<p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture. 	<p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Use bonding techniques to attach different parts to a sculpture.</p> <p>Apply a smooth surface to a sculptural form.</p> <p>Add line and shape to my work.</p>	<p>I can add layers onto my work to create texture and shape</p> <p>I can work collaboratively to create a large sculptural form</p>	<p>I will experiment and combine materials and processes to design and make 3d form</p> <p>I will take a 2D drawing into a 3d form</p> <p>I will shape using a variety of mouldable materials</p>
	Final Outcome	<p>Cycle A</p> <p><u>Topic – Natural Collage</u></p> <p>Skill – collage</p> <p>Artist – Andy Goldsworthy</p> <p>Cycle B</p> <p><u>Topic - family sculpture</u></p> <p>Skill – Clay</p> <p>Artist - Barbara Hepworth</p>	<p>Cycle A</p> <p><u>Topic – Natural Collage</u></p> <p>Skill – collage</p> <p>Artist – Andy Goldsworthy</p> <p>Cycle B</p> <p><u>Topic - family sculpture</u></p> <p>Skill – Clay</p> <p>Artist - Barbara Hepworth</p>	<p>Cycle A</p> <p><u>Topic - Volcanoes</u></p> <p>Art Skill – Painting, mixed media and sculpture</p> <p>Final outcome – Painting of a volcano - Sculpture of a volcano</p> <p>Artist focus – Turner to Warhol.</p> <p>Cycle B</p> <p><u>Topic – Ancient Egypt</u></p> <p>Art Skill – Painting and Sculpture</p> <p>Final Outcome – Sculpting and painting a canopic jar</p> <p>Artist Focus – David Shepherd</p>	<p>Cycle A</p> <p><u>Topic - Volcanoes</u></p> <p>Art Skill – Painting, mixed media and sculpture</p> <p>Final outcome – Painting of a volcano - Sculpture of a volcano</p> <p>Artist focus – Turner to Warhol.</p> <p>Cycle B</p> <p><u>Topic – Ancient Egypt</u></p> <p>Art Skill – Painting and Sculpture</p> <p>Final Outcome – Sculpting and painting a canopic jar</p> <p>Artist Focus – David Shepherd</p>

	Printing	<p>To become proficient in other art, craft and design techniques printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can: copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p>	<p>To become proficient in other art, craft and design techniques printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Create a repeating print using everyday objects.</p>	<p>I can experiment with layered printing using two colours or more</p> <p>I can understand how printing can be used to make numerous designs</p> <p>I can transfer a drawing into a print</p>	<p>I will explore a variety of printing techniques</p> <p>I will create an accurate print design</p> <p>I will use printmaking as a tool with other medias to develop a final outcome</p>
		<p><u>Cycle B</u> Topic - Cityscapes Skill – Printing, pastels Artist- Jan Griffier</p>	<p><u>Cycle B</u> Topic - Cityscapes Skill – Printing, pastels Artist- Jan Griffier</p>		
	Digital	<p>Use a simple painting programme to paint a picture. Recognise different tools and how to use them. Edit our pictures.</p>	<p>Use a simple painting programme to paint a picture. Recognise different tools and how to use them. Edit our pictures. Use simple IT mark making tools such as brush or pen.</p> <p>Change photographic images on a computer.</p>	<p>I can combine digital images and other media</p> <p>I can use IT programs to create a piece of work that includes my own work and that of others (using web)</p> <p>I can use the web to research an artist or style of art</p>	<p>I will present a collection of their work on a slideshow</p> <p>I will create a piece of art which includes the integration of digital images they have taken</p> <p>I will combine graphics and text based on their research</p>

				<p>Cycle A Topic - Volcanoes Art Skill – Painting, mixed media and sculpture Final outcome – Painting of a volcano - Sculpture of a volcano Artist focus – Turner to Warhol.</p>	<p>Cycle A Topic - Volcanoes Art Skill – Painting, mixed media and sculpture Final outcome – Painting of a volcano - Sculpture of a volcano Artist focus – Turner to Warhol.</p>
	Knowledge	<p>To understand 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.</p> <p>Children can: describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare.</p>	<p>To understand 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.</p> <p>Children can: describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare.</p>	<p>I can compare the work of different artists</p> <p>I can explore work from other cultures</p> <p>I can communicate what I feel the artist is trying to express in my work</p> <p>I can communicate what I am trying to express in my own work</p>	<p>I will compare the work of different artists</p> <p>I will explore the work from other cultures</p> <p>I will see how art can change over time</p> <p>I will communicate what they feel an artist is trying to express in their work</p> <p>I will communicate what they are trying to express in their own work</p>

Vocabulary	<p>Drawing - portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p>Painting - primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p>Printing - colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p>Sculpture - sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p>Collage - collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Drawing - portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p>Painting - primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p>Printing - colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p>Sculpture - sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p>Collage - collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Drawing - shading techniques, distance, perspective, depth , shadows, highlights , foreground, middle ground, proportion, self-portrait, expression, enlarge , scale</p> <p>Painting - details, fine lines, strokes, colour wheel, tertiary colours, pop art, impressionist, monochromatic, warm colour palette, cold colour palette.</p> <p>Textiles - detail, embellish, representational, visual</p>	<p>Drawing - shading techniques, distance, perspective, depth , shadows, highlights , foreground, middle ground, proportion, self-portrait, expression, enlarge , scale</p> <p>Painting - details, fine lines, strokes, colour wheel, tertiary colours, pop art, impressionist, monochromatic, warm colour palette, cold colour palette</p> <p>Textiles - detail, embellish, representational, visual</p>
------------	---	---	---	--

Evaluation		<p>Show interest in and describe what they think about the work of others</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Begin to take photographs and use digital media</p>	<p>Show interest in and describe what they think about the work of others</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.</p> <p>Begin to take photographs and use digital media as a way to re-see work</p> <p>When looking at creative work express clear preferences and give some reasons</p>	<p>Begin to reflect upon their work during the creative process.</p> <p>Look to the work of peers to identify how to feed their own work.</p>	<p>Reflect regularly upon their work, as they progress through the creative process</p> <p>Look to the work of others- pupils and artists to identify how to develop their own work</p>

		Year Five	Year Six
Inspiring Artists		LS Lowry Esther Mahlangu Yinka Shonnbare Magdalen Odundo Henry Moore James Rizzi William Morris Charles Darwin Hockney Picasso Georges Seurat	LS Lowry Esther Mahlangu Yinka Shonnbare Magdalen Odundo Henry Moore James Rizzi William Morris Charles Darwin Banksy Picasso Georges Seurat
Generating Ideas		<p>Develop and extend ideas from initial art focus.</p> <p>Accumulate information, sketches and resources and present ideas in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Be able to recognise potential in unexpected results.</p> <p>Be able to draw upon a wide range of art vocabulary when commenting on artworks.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Use sketchbooks to present information, sketches, resources and thought processes imaginatively.</p> <p>Confidently use and develop ideas with a sound knowledge of the materials used.</p> <p>Know and understand the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>

Mastering Techniques	Drawing	<p>I will experiment with drawing techniques to support their observations.</p> <p>I will create a sense of distances and proportion in drawing.</p> <p>I will use line to create movement in their drawing.</p> <p>I will understand how drawing skills can support other medias.</p> <p>I will develop a series of drawings that explore a theme.</p> <p>I will explain why they have chosen specific materials to draw with.</p>	<p>I will communicate ideas and convey a sense of style</p> <p>I will show a strong understanding of shading techniques to create depth and tone</p> <p>I will apply different techniques to support outcomes</p> <p>I will create accurate and experimental drawings</p> <p>I will explain why I have chosen different techniques</p>
	Final Outcome	<p><u>Cycle A</u> Topic - <u>Africa</u>- Ndebele art Artist - Esther Mahlangu -</p> <p>Topic - <u>Industrial Victorian Art</u> Skill - Perspective and a vanishing point to create 3-dimensional city scenes Artist - inspired by Lowry</p> <p><u>Cycle B</u> Topic - <u>Blitz underground</u> Artist - Henry Moore</p>	<p><u>Cycle A</u> Topic - <u>Africa</u>- Ndebele art Artist - Esther Mahlangu -</p> <p>Topic - <u>Industrial Victorian Art</u> Skill - Perspective and a vanishing point to create 3-dimensional city scenes Artist - inspired by Lowry</p> <p><u>Cycle B</u> Topic - <u>Blitz underground</u> Artist - Henry Moore</p>

	Painting	<p>I will understand the different properties of the different types of paint.</p> <p>I will create a range of shades using different kinds of paints.</p> <p>I will create mood in a painting.</p> <p>I will use shade to create depth in a painting.</p> <p>I will identify different painting styles and how these have influenced artists who are influenced by these styles over time.</p>	<p>I will show an understanding of the different properties of paint</p> <p>I will create a range of shades using different types of paint</p> <p>I will create mood in my paintings</p> <p>I will shade to create depth in painting</p> <p>I will identify different painting styles and which artists have influenced this over time.</p>
	Final Outcome	<p><u>Cycle A</u> Topic - <u>Africa</u>- Ndebele art Artist - Esther Mahlangu -</p> <p>Topic - <u>Industrial Victorian Art</u> Skill - Perspective and a vanishing point to create 3-dimensional city scenes Artist - inspired by Lowry</p> <p>Topic - <u>3-dimensional fossil picture</u> Skill – observational drawing</p> <p><u>Cycle B</u> Topic - <u>Landscapes</u> Skill - Contemporary Pop art Artist - James Rizzi</p>	<p><u>Cycle A</u> Topic - <u>Africa</u>- Ndebele art Artist - Esther Mahlangu -</p> <p>Topic - <u>Industrial Victorian Art</u> Skill - Perspective and a vanishing point to create 3-dimensional city scenes Artist - inspired by Lowry</p> <p>Topic - <u>3-dimensional fossil picture</u> Skill – observational drawing</p> <p><u>Cycle B</u> Topic - <u>Landscapes</u> Skill - Contemporary Pop art Artist - James Rizzi</p>
	Collage	<p>I will overlap materials to build an image.</p> <p>I will use collage as a tool to develop a piece in mixed media.</p> <p>I will use collage to create a mood board of ideas.</p> <p>I will combine pattern, tone and shape in collage</p>	<p>I will justify the materials that I have chosen</p> <p>I will combine patterns, tone and shape</p> <p>I will use collage tools as part of mixed media product</p>

	Final Outcome	<p><u>Cycle A</u> Topic - <u>African Art</u> Skill - Collage Artist - Yinka Shonibare</p> <p>Topic - <u>3-dimensional fossil picture</u> Skill – observational drawing</p> <p><u>Cycle B</u> Topic - <u>Olympic collage</u> Skill - collage</p>	<p><u>Cycle A</u> Topic - <u>African Art</u> Skill - Collage Artist - Yinka Shonibare</p> <p>Topic - <u>3-dimensional fossil picture</u> Skill – observational drawing</p> <p><u>Cycle B</u> Topic - <u>Olympic collage</u> Skill - collage</p>
	3D/Sculpture	<p>I will experiment and combine materials and processes to design and make 3D form.</p> <p>I will take a 2D drawing into a 3D form.</p> <p>I will shape using a variety of mouldable materials. I will interpret an object in a 3D form.</p>	<p>I will create models on a range of scales</p> <p>I will create work which is open to interpretation</p> <p>I will create both visual and tactile elements</p>
	Final Outcome	<p><u>Cycle A</u> Topic - <u>3-dimensional fossil picture</u> Skill – observational drawing</p> <p><u>Cycle B</u> Topic - <u>Blitz underground</u> Artist - Henry Moore</p> <p>Topic - <u>Make Greek inspired pots</u> Skill – clay, sculpture Artist - inspired by Magdalen Odundo.</p>	<p><u>Cycle A</u> Topic - <u>3-dimensional fossil picture</u> Skill – observational drawing</p> <p><u>Cycle B</u> Topic - <u>Blitz underground</u> Artist - Henry Moore</p> <p>Topic - <u>Make Greek inspired pots</u> Skill – clay, sculpture Artist - inspired by Magdalen Odundo.</p>
	Printing	<p>I will print using a range of materials.</p> <p>I will create an accurate print that reflects a theme or idea.</p> <p>I will make links with printmaking and other medias to help develop their work</p>	<p>I will print using different colours</p> <p>I will identify different printing methods and their effectiveness</p> <p>I will create positive and negative prints</p>

	Final Outcome	<p><u>Cycle A</u> Topic - <u>Batik – Africa</u> Skill – wax melting, Ankara design Artist - Yinka Shonibare</p> <p>Topic - <u>2-colour printing</u> Skill – printing Artist - William Morris Victorians</p> <p>Topic - <u>3-dimensional fossil picture</u> Skill – observational drawing</p>	<p><u>Cycle A</u> Topic - <u>Batik – Africa</u> Skill – wax melting, Ankara design Artist - Yinka Shonibare</p> <p>Topic - <u>2-colour printing</u> Skill – printing Artist - William Morris Victorians</p> <p>Topic - <u>3-dimensional fossil picture</u> Skill – observational drawing</p>
	Digital	<p>I will create a piece of artwork which includes the integration of digital images they have taken.</p> <p>I will combine graphics and text based on their research.</p> <p>I will scan images and take digital photos, and use software to alter them or adapt them. I will create digital images with animation, video and sound to communicate their ideas.</p>	<p>I will use software packages to create pieces of digital art</p> <p>I will create a piece of art which can be used in a wider representation</p>
	Final Outcome	<p><u>Cycle A</u> Topic - <u>3-dimensional fossil picture</u> Skill – observational drawing</p> <p><u>Cycle B</u> Topic - <u>Blitz underground</u> Artist - Henry Moore</p>	<p><u>Cycle A</u> Topic - <u>3-dimensional fossil picture</u> Skill – observational drawing</p> <p><u>Cycle B</u> Topic - <u>Blitz underground</u> Artist - Henry Moore</p>

	Knowledge	<p>I will experiment with different styles which artists have used.</p> <p>I will learn about the work of others by looking at their work in books, the internet, visits to galleries and sharing ideas as a class.</p> <p>I will critic other's work as a way of developing and supporting each other's ideas.</p>	<p>I will make a record of the styles and qualities in their pieces</p> <p>I will say what influenced my work</p> <p>I will include technical aspects in my work</p>
	Vocabulary	<p>Drawing - negative space, composition, grid method, define</p> <p>Painting - influence, balance, glaze, blotting, base colour, build colour, base layer, atmosphere</p> <p>Collage - develop, design, plan, draft, relief, bond, composition</p> <p>Sculpture - tactile, intricate, high relief, recycled materials</p>	<p>Drawing - negative space, composition, grid method, define</p> <p>Painting - influence, balance, glaze, blotting, base colour, build colour, base layer, atmosphere</p> <p>Collage - develop, design, plan, draft, relief, bond, composition</p> <p>Sculpture - tactile, intricate, high relief, recycled materials</p>

Evaluation		<p>Regularly analyse and reflect upon progress taking account of intention</p> <p>Take photographs as a way to re-see work.</p>	<p>Continue to analyse and reflect upon progress considering starting points, intentions and contexts</p> <p>Take photographs and videos and use digital media as a way to re-see work</p> <p>Provide a reasoned evaluation of both their own work ad professionals work which consider starting points, intentions and contexts</p>
------------	--	---	--