

Skills & Knowledge Progression:



Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

– The National Curriculum, 2013



Embedding our Intent: Art

At Hawkhurst CEP School we believe that all children should have access to a high-quality art and design education that provides them with ample opportunity to develop the breadth of skills to create their own art and design work and the knowledge and cultural understanding to engage with artists and art movements of note, both historical and contemporary. We also aim to foster in our pupils an appreciation of the artwork of others and an enjoyment in developing their own artistic style and techniques and being able to express themselves creatively.

At Hawkhurst CEP School, art and design is taught through a creative, topic-based curriculum. Each year group will cover the skills as detailed in our skills & knowledge progression below. In the EYFS, children will have the opportunity to explore different mediums, textures, shapes and colours. They will develop their own imagination and creativity and begin to investigate colour, shape and pattern to represent ideas, experiences and feelings. In Key Stage 1, children will develop their skills and understanding of artistic mediums to create their own work exploring their ideas, identities and experiences. They will also begin to learn about famous artists and movements. In Key Stage 2, children will build confidence in their skills and develop a broader range of mediums in which to work. They will expand their knowledge and understanding of artists and artistic movements and begin to develop their own artistic style.

Each term, classes will make links between what they are learning in art and the school value that the whole school is focussing on. Through this, children will develop a sense of the role that our school values play in both our curriculum and the whole school community, including our special place in the community of St Laurence Church.

We are committed to ensuring all children in our school have equal opportunities to access learning and lessons are planned and taught in line with our SEN and inclusion policies.

Early Years Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to demonstrate how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Art		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers, paint and make marks.• Choose the right resources to carry out their own plan.• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<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.

		<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
ELG	Expressive Arts and Design	<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.
	Physical Development Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design Creating with Materials	<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.

My Learning Journey: Art Year 1		
Topic	"I CAN" These are all the skills I have learnt	"I KNOW" This is all the knowledge I have learnt
Drawing	<p>I can use a variety of tools including pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media.</p> <p>I am beginning to explore the use of line in varying thickness, shape and colour and use dots and lines to demonstrate pattern and texture.</p> <p>I can use line drawing to draw objects seen, remembered or imagined.</p>	<p>I know how to explore and use different mediums and tools to create the best effect using my sketchbook.</p> <p>I know how create horizontal and vertical lines.</p> <p>I know how to complete an observational drawing of natural objects including pinecones, leaves and flowers.</p> <p>I know how to correctly proportion the face and draw a self-portrait.</p> <p>I know how to experiment with line and shade using a variety of tools.</p> <p>I know how to draw buildings and people using charcoal, pen and pencil, inspired by the artwork by LS Lowry.</p> <p>Concept Vocabulary: Technique, Colour, Colour match and Colour mix, Primary and Secondary colours, Brush size, shape, tools, thick and thin lines.</p> <p>Key Vocabulary: observe, horizontal, vertical, portraits/ portraiture, proportions, natural, shading</p>
Painting	<p>I can use a variety of tools and techniques, including the use of different brush sizes and types.</p> <p>I can mix and match colours to artefacts and objects.</p> <p>I can create different textures e.g. the use of sawdust, sand and plaster in paint.</p> <p>I can identify primary and secondary colours and mix primary colours to make secondary colours.</p>	<p>I know the names of the primary colours and can recognise them in the environment and in work created by other artists.</p> <p>I know how to mix the primary colours to make the secondary colours.</p> <p>I know what to add to make colours lighter and darker.</p> <p>I know that I can paint using a variety of tools including paint brushes, cotton buds and fingers.</p> <p>I know what will happen to the paint if you add other materials to it, including sand and the effect it has on the artwork.</p>

		<p>I know how to create a watercolour wash inspired by LS Lowry's artwork.</p> <p>Concept Vocabulary: primary and secondary colour, paint, thick and thin brushes, effect, Colour, Colour match, warm colours, cold colours, observation, shade, tint,</p> <p>Key Vocabulary: wash, watercolour</p>
Printing	<p>I can make marks in print using a variety of objects including natural and man-made objects.</p> <p>I can carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>I can make rubbings.</p> <p>I can build a repeating pattern and recognise pattern in the environment.</p>	<p>I know how to create a relief print using polystyrene.</p> <p>I know how to use natural and man-made object to print patterns and shapes into malleable media and on paper including shells and leaves.</p> <p>I know how to make rubbing of leaves and bark using crayons.</p> <p>I know how to print using ink and ink stampers.</p> <p>Concept Vocabulary: Differences, Similarities, Technique, Printing, pattern, lines, rubbing, patterns, lines</p> <p>Key Vocabulary: relief print, ink</p>
3D Form / Sculpture	<p>I can manipulate clay in a variety of ways e.g. rolling, kneading, pinching and shaping.</p> <p>I can explore sculpture with a range of malleable media, especially clay.</p> <p>I can manipulate for a purpose e.g. thumb and/ or coil pot.</p> <p>I can experiment with, construct and join recycled, natural and man-made materials.</p> <p>I can explore shape and form.</p>	<p>I know how clay and other malleable media can be manipulated.</p> <p>I know what to do if there is an issue with the malleable media, i.e., if it becomes dry and cracks, I will need to add water.</p> <p>I know how to make a clay pot.</p> <p>I know what will be effective to join materials together.</p> <p>I know how to make 3D models of a car and a toy.</p> <p>Concept Vocabulary: Technique, shape, Manipulate, Rolling, Kneading, Shaping, pinching, rolling, Sculpture, Construct, Join, Texture, tools</p> <p>Key Vocabulary: Brendan Jamieson, sculptor, structure, stability, clay</p>

Textiles / Collage	<p>I can experiment with a variety of techniques including simple and fabric crayons.</p> <p>I can use a threaded needle and show pattern by weaving.</p> <p>I can create images from imagination, experience or observation.</p> <p>I can use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines and crepe paper and cut glue and trim material.</p>	<p>I know how to collage shapes to create a larger picture.</p> <p>I know how to create a collage using a variety of media.</p> <p>I know how to complete a running stitch using a threaded needle.</p> <p>I know which fabrics are best for cutting, sticking and drawing on.</p> <p>I know how to create a costume for a doll.</p> <p>I know how to use fabric pens to decorate and add detail to my costume and add textured elements to my tree collage.</p> <p>Concept Vocabulary: collage, Colour, Colour match, Primary and Secondary colours, media, sewing, repeating pattern, techniques, tools, needle, running stitch, thread, texture</p> <p>Key Vocabulary: shape, costume,</p>
Breadth of Study	<p>I can work independently and collaboratively on projects in two and three dimensions and on different scales.</p> <p>I can use ICT to create computer generated picture showing line, shape and colour.</p> <p>I have investigated different kinds of art, craft and design.</p>	<p>I know how to use ICT to create images using shapes.</p> <p>I know how to use ICT to create a design of a rocket and label it with materials needed.</p> <p>I know how to communicate with others and take turns using tools.</p> <p>I know how to work in a group to create a final piece.</p> <p>I know how to use my sketchbook to record my ideas and responses.</p> <p>Concept Vocabulary: line, shape, colour, ICT,</p> <p>Key Vocabulary: ICT, design, recording</p>
Work of other Artists	<p>I can describe the work of famous, notable artists and designers.</p> <p>I can express an opinion of the work of famous artists and designers.</p> <p>I can take inspiration from famous artists and designers to create my own pieces of artwork and compare.</p>	<p>I know about the work of Piet Mondrian, Brendan Jamieson and LS Lowry.</p> <p>I know how to make my own final pieces of artwork inspired by these artists.</p> <p>I know how to construct an opinion about these artists and their work, and record them in my sketchbook.</p>

		Concept Vocabulary: artist, investigate, evaluate, designer, Key Vocabulary: Mondrian, abstract, line, shape, Brendan Jamieson, sculpture, sculptor, LS Lowry, landscape
Greater Depth	I know how to draw on my knowledge and skills independently to improve my art work. I know the key terminology linked to my Art and design learning and can use it to effectively convey my thoughts and ideas. I know how to use my initiative to explore alternative ways to complete my art work.	

My Learning Journey: Art Year 2		
Topic	"I CAN" These are all the skills I have learnt	"I KNOW" This is all the knowledge I have learnt
Drawing	I can layer different media e.g. crayons, felt tips, charcoal and ball point pen. I can draw for a sustained period of time from a figure and real objects, including single and grouped objects. I can experiment with the visual elements; line, shape, pattern and colour and use dots and lines to demonstrate pattern and texture. I can investigate tone. I can draw shapes between objects - space.	I know how to use pencil to create repeated African Patterns. I know how to use my sketch book to experiment with Tinga tinga pattern for inspiration to create a savannah inspired dots watercolour background, black card silhouette and white paint dots with cotton wool I know how to use my sketchbook to inspire a Esther Mahlangu- line South African House Patterns oil pastels Gustav Klimt – Inspired by "The Baby" Klimt inspired patterns gold paint and black markers Jimoh Buraimoh space between objects drawing for a sustained period over two sessions acrylic and black markers I know how take inspiration from our surroundings I know how to add white and black to a base colour to make different tints and shades oils, water colour, and acrylic

		<p>I know how to draw Self-portraits pencil sketch with correct proportions and accurate shapes for eyes, nose mouth, head shape and shoulders.</p> <p>I know how to use Introductory sketching techniques which will be reintroduced when necessary</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary: line, shape, pattern, colour, texture, space, tone, observe, evaluate</p>
Painting	<p>I can name different types of paint and their properties.</p> <p>I can experiment with tools and techniques including layering, mixing media, scraping, etc.</p> <p>I can work on a range of scales e.g. large brushes on large paper.</p> <p>I can mix and match colours using artefacts and objects.</p> <p>I can confidently create different tints or shades of colour by adding black or white.</p>	<p>I know how to add white or black to create tints and shades</p> <p>I know how to confidently use different paints based off of their properties and choose that accordingly</p> <p>I know how to paint on a variety of sized backgrounds and make my drawing fit accordingly</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary: tint shade, water colour, acrylic</p>
Printing	<p>I can use a variety of materials, objects and techniques including carbon, relief, press and fabric printing and rubbings e.g. tracing paper.</p> <p>I can design patterns of increasing complexity and repetition.</p> <p>I can copy an original print.</p>	<p>I know how to use natural materials to build a Leaf Printing.</p> <p>I know how to remove to reveal patterns using a sgraffito scraping technique.</p> <p>I know how to print using sponges to build an “under the sea coral reef”.</p> <p>I know how to make my own printing tile from string and cardboard to replicate Klimt inspired swirl patterns.</p> <p>Paul Klee printing using 3d shapes to copy original print 3d blocks</p> <p>Concept Vocabulary: shapes, patterns, round, straight, natural, man made</p> <p>Key Vocabulary:</p>

3D Form / Sculpture	<p>I can build a textured relief tile.</p> <p>I can experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>I understand the basic care and safety of materials and tools.</p>	<p>I know how to make a manmade collage using leaves.</p> <p>I know how to build a 3d coral reef from clay.</p> <p>Key Vocabulary: 3d, pattern, texture, pinching, rolling, swirling</p> <p>Concept Vocabulary:</p>
Textiles / Collage	<p>I can create textured collages from a variety of media.</p> <p>I can use a variety of techniques including finger knitting.</p> <p>I can sew using pre-punched felt, knot and use other manipulative skills.</p> <p>I can cut, glue and trim materials with increasing accuracy.</p> <p>I can use a dyeing technique to alter a textiles colour or pattern.</p>	<p>I know how to use different materials to create 3d collages inspired by Giuseppe Arcimboldo.</p> <p>I know how to use multimedia pictures to create a final piece inspired by Klimt the Baby collage using different magazines and materials.</p> <p>I know how clear glue will create a relief in cotton to create patterns when watered down paint is applied.</p> <p>Bunting sewing. I know how to use running stitch to add two pieces of felt together.</p> <p>I know how to trim materials accurately.</p> <p>Concept Vocabulary: mixed media, collage, sewing, running stitch, material, pattern.</p> <p>Key Vocabulary: ict, design, evaluate, create</p>
Breadth of Study	<p>I can work independently and collaboratively on projects in two and three dimensions and on different scales.</p> <p>I can use ICT to explore ideas using digital sources.</p> <p>I can investigate different kinds of art, craft and design.</p> <p>I can explore a range of starting points for practical work e.g. themselves, their experiences, natural and man-made objects and the local environment.</p>	<p>I know how to use the computer to create a Paul Klee inspired landscape with regular 2d polygons</p> <p>I know how to use my local environment as a starting point of a Georgia O'Keeffe flower journey.</p> <p>I know how to share ideas and opinions and equipment to work on a group picture</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary:</p>
Work of other Artists	<p>I can describe the work of famous, notable artists and designers.</p> <p>I can express an opinion of the work of famous artists and designers.</p>	<p>I know about the work of Georgia O'Keeffe, Jimoh Biraumoh, Paul Klee, Gustav Klimt.</p> <p>I know how to make my own final pieces of artwork inspired by these artists.</p>

	I can take inspiration from famous artists and designers to create my own pieces of artwork and compare.	I know how to construct an opinion about these artists and their work, and record them in my sketchbook. Concept Vocabulary: Key Vocabulary:
Greater Depth		

My Learning Journey: Art Year 3		
Topic	"I CAN" These are all the skills I have learnt	"I KNOW" This is all the knowledge I have learnt
Drawing	<p>I can experiment with different grades of pencil and other implements.</p> <p>I can use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>I can plan, refine and alter my drawings as necessary.</p> <p>I can draw for a sustained period of time at their own level.</p> <p>I can explore shading and begin to infill shapes to create forms producing a range of tones.</p>	<p>I know how to use different grades of pencils to create texture, tone and shade.</p> <p>I know how to create sketches inspired by other artists.</p> <p>I know how to shade using a variety of techniques including stippling, hatching and blending.</p> <p>I know how to draw from perspective during observational drawing.</p>
Painting	<p>I am beginning to use colour related vocabulary e.g. monochrome, primary, secondary, tone and shade.</p> <p>I can experiment with different effects and textures including block in colour, washes and thickened paint.</p> <p>I can work with increasing confidence with a range of scales.</p> <p>I can mix a variety of tones to create a monochrome painting.</p>	<p>I know how to mix colours to create the desired colour and shade.</p> <p>I know how to use watercolours to create a colour wash.</p> <p>I know how to use paint to create silhouette art inspired by artists.</p> <p>I know how to use paint to create texture and effects including waves inspired by The Great Wave.</p>
Printing	I can print using a variety of materials, objects and techniques including layering.	I know how to print using a variety of materials to create a Stone Age inspired cave painting.

	<p>I can talk about the processes used to produce a simple print, to explore pattern and shape creating designs for printing.</p> <p>I can replicate patterns from observations.</p>	<p>I know how to use different materials to create patterns.</p>
3D Form / Sculpture	<p>I can join clay adequately and work reasonably independently.</p> <p>I can construct a simple clay base for extending and modelling other shapes.</p> <p>I can make a simple papier-mache object.</p> <p>I can plan, design and make models.</p> <p>I can add materials to the sculpture to create detail.</p>	<p>I know how to join and mould clay to create a clay base for a Egyptian inspired Scarab beetle.</p> <p>I know how to create additions using clay to add detail and texture.</p>
Textiles / Collage	<p>I can use a variety of techniques including French knitting.</p> <p>I can thread a needle and develop skills in stitching, cutting and joining materials.</p> <p>I can experiment with a range of media e.g. overlapping, layering etc.</p> <p>I can make a simple mosaic.</p> <p>I can name the materials and tools I am using.</p>	<p>I know how to knit using the correct materials and technique.</p> <p>I know how to create a french knit.</p> <p>I know how to make a mosaic inspired by European artists such as Matisse.</p>
Breadth of Study	<p>I can work independently and collaboratively on projects in two and three dimensions and on different scales.</p> <p>I can use ICT.</p> <p>I can investigate different kinds of art, craft and design.</p> <p>I can investigate the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>I can express an opinion on the work of famous artists and designers referring to the techniques and effects used.</p>	<p>I know that illustrators play an important role in enhancing stories.</p> <p>I know how to appropriately discuss artists, craftspeople and designers and their work.</p>

	I can take inspiration from famous artists and designers to create my own piece and reflect on the development of my art skills.	
Sketchbooks	I can collect and record visual information from different sources. I can plan and develop ideas, and record experimentations with different media.	I know how to use my sketchbook to best develop my planning and reflection on art pieces and projects.
Work of other Artists	I can describe the work of famous, notable artists and designers. I can express an opinion of the work of famous artists and designers. I can take inspiration from famous artists and designers to create my own pieces of artwork and compare.	I know about the work of Antony Gormley, Henri Matisse and Hokusai. I know how to make my own final pieces of artwork inspired by these artists. I know how to construct an opinion about these artists and their work, and record them in my sketchbook.
Greater Depth		

My Learning Journey: Art Year 4		
Topic	"I CAN" These are all the skills I have learnt	"I KNOW" This is all the knowledge I have learnt
Drawing	I can select different techniques for different purposes e.g., shading or hatching, ways in which a rubber may be used to develop tone. I can research to inspire drawings; express feelings through drawings. I can alter and refine drawings and describe changes using art vocabulary. I can draw confidently from observation I can start to use simple perspective.	I know how to draw a self-portrait using mirrors and lines to accurately proportion the human face. I know what is meant by simple perspective in drawing Concept Vocabulary: Key Vocabulary: observation, foreground, background, perspective adapt, discuss, evaluate, scale, symmetry, refine, alter, feint, line, shape, shade

Painting	<p>I am beginning to show increasing independence and creativity within the painting process; justifying media choices.</p> <p>I can use more specific colour language e.g. tertiary, tint, hue.</p> <p>I can plan and create different effects and textures; use of different thicknesses of paintbrushes and paint to achieve different variations in line, form, tone, colour, shade and pattern.</p> <p>I can work confidently on a range of scales.</p> <p>I can experiment with watercolour,</p> <p>I can make and match colours with increasing accuracy including tertiary colours.</p>	<p>I know what media to choose to create a piece of art.</p> <p>I know what is meant by more specific colour language e.g. tertiary, tint, hue</p> <p>I know how to make different effects with paint to suit my piece of art</p> <p>I know how to make and match colours</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary: colour, tertiary colours, primary colours, secondary colours, watercolour, technique, hatching, cross hatching, bleeding colours, warm colours, cold colours, shade, tint, tone, hue, evaluate, pop art</p>
Printing	<p>I can research, create and refine a print using a variety of techniques.</p> <p>I can broadly select the kind of material to print with, in order to get a desired effect.</p> <p>I can create a resist printing e.g. marbling, silkscreen and cold-water paste.</p> <p>I can print repeated patterns with precision.</p>	<p>I know what material to print with to achieve the desired effect.</p> <p>I know that oil, food colouring and water can be used together to make a marble print</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary: Evaluate, print, experiment, marbling, technique</p>
3D Form / Sculpture	<p>I can make informed choices about the 3D technique chosen.</p> <p>I can plan, design, make and adapt models.</p> <p>I can show understanding of shape, space and form.</p> <p>I can talk about my work understanding that it has been sculpted, modelled or constructed.</p> <p>I can use a variety of materials e.g. mod-roc, clay and wood.</p>	<p>I know how to adapt a 3D piece of work.</p> <p>I know what is meant by shape, space and form in 3D pieces of work</p> <p>I know whether my work has been sculpted, modelled or constructed.</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary: surface, manipulate, sculpture, texture, construct, evaluate</p>
Textiles / Collage	<p>I can use a variety of techniques including binka and embroidery.</p>	<p>I know how to use simple stitching techniques.</p> <p>I know how to knot a piece of thread.</p> <p>I know when my design needs to be altered</p>

	<p>I can extend my skills in stitching, knotting and decorating materials.</p> <p>I can match the tool needed for the material.</p> <p>I can extend my work within a specified technique.</p> <p>I can refine and alter my ideas and explain my choices.</p>	<p>Concept Vocabulary:</p> <p>Key Vocabulary: felt, sew, stitch, thread, technique, evaluate, mixed media, collage, textiles, layer, texture</p>
Breadth of Study	<p>I can work independently and collaboratively on projects in two and three dimensions and on different scales.</p> <p>I can use ICT.</p> <p>I can investigate different kinds of art, craft and design.</p> <p>I can investigate the roles and purposes of artists, craftspeople and designers</p>	<p>I know how to use ICT to create a piece of pop art.</p> <p>I know that illustrators play an important role in enhancing stories.</p> <p>I know how to appropriately discuss artists, craftspeople and designers and their work.</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary: ICT, illustrator, artist, collaborate</p>
Sketchbooks	<p>I can collect and record visual information from different sources.</p> <p>I can plan and develop ideas, and record experimentations with different media.</p>	<p>I know how to use my sketchbook to best develop my planning and reflection on art pieces and projects.</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary: annotate, opinion, ideas, sources, experimentations, media</p>
Work of other Artists	<p>I can express an opinion on the work of famous artists and designers referring the techniques and effects used.</p> <p>I can take inspiration from famous artists and designers to create my own piece and reflect on the development of my art skills.</p>	<p>I know about the work of Vincent Van Gogh and Andy Warhol.</p> <p>I know how to make my own final pieces of artwork inspired by these artists.</p> <p>I know how to construct an opinion about these artists and their work, and record them in my sketchbook.</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary: Vincent Van Gogh, Andy Warhol, pop art, Starry Night, inspiration</p>
Greater Depth		

My Learning Journey: Art Year 5		
Topic	"I CAN" These are all the skills I have learnt	"I KNOW" This is all the knowledge I have learnt
Drawing	I can use a variety of source material. I can work in a sustained and independent way. I can select different techniques for different purposes. I can develop ideas using a sketch book. I can draw on other artists for influence.	I know how to use shading, hatching and cross hatching to create tonal contrast I know how to draw familiar things from different viewpoints I know how to use simple perspective I know how to draw the human face and figure with correct proportions and layout Key Vocabulary: observation, foreground, background, perspective, scale, depth, refine, shape, shade, hatch, tone, proportion, position
Painting	I can mix and work with contemporary colours. I can create imaginative work from a variety of sources. I can choose paints and tools appropriate to the task. I can use more specific colour language e.g. tertiary, tint, hue. I can plan and create different effects and textures; use of different thicknesses of paintbrushes and paint to achieve different variations in line, form, tone, colour, shade and pattern. I can work confidently and independently.	I know about primary and secondary colours. I know how to mix tertiary colours. I know which colours are warm and cold. I know which colours are complementary and contrasting. Key Vocabulary: colour, tertiary colours, primary colours, secondary colours, complimentary, contrasting, warm colours, cold colours, shade, tint, tone, hue
Printing	I can organise my work in terms of pattern, symmetry or random printing styles.	I know how to build up layers and textures. I know how to chose colours for best effect. I know how to overlay colours. Key Vocabulary: lino, layering, cutting, relief, rolling, inking

3D Form / Sculpture	I can use natural, recycled and man-made materials to create sculpture	I know the different qualities involved in modelling, sculpture and construction. Key Vocabulary: moulding, shaping, joining, carving, clay, engraving
Textiles / Collage	I can use a variety of techniques including applique. I can use a range of media to create collage.	I know how to join fabrics in different ways. I know how to choose the right tools for the task. I know how collage and textiles can enhance work I have already done. Key Vocabulary: back stitch, running stitch, joining, chain stitch, contrasting, layering
Breadth of Study	I can work independently and collaboratively on projects in 2 and 3 dimensions and on different scales. I can use ICT.	I know how to research and investigate different types of art, craft and design. I know the roles and influences of different artists, craftspeople and designers working in different times and cultures. Key Vocabulary: sculpture, crafting, printing, era, culture
Sketchbooks	I can collect and source materials, and research required information including first hand observation.	I know how to plan and develop ideas.
Work of other Artists	I can express an opinion on the work of famous artists and designers referring the techniques and effects used. I can take inspiration from famous artists and designers to create my own piece and reflect on the development of my art skills.	I know that Vincent Van Gogh used contrasting colours to make his paintings more interesting. I know that Kelvin Okafor uses different techniques in his portrait sketches. I know that Andy Goldsworthy uses nature to influence his sculpture. I know that Michael Atkin is a contemporary lino print artist. I know how to make my own final pieces of artwork inspired by these artists.

		I know how to construct an opinion about these artists and their work, and record them in my sketchbook.
Greater Depth		

My Learning Journey: Art Year 6		
Topic	"I CAN" These are all the skills I have learnt	"I KNOW" This is all the knowledge I have learnt
Drawing	<p>I can demonstrate different ways of making different marks with wet and dry media.</p> <p>I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>I can identify the use of these elements in the work of other artists (particularly Henry Moore, Christopher Marley and Kelly Stanford).</p> <p>I can show an increasing attention to detail and skill in colour mixing, matching and blending techniques with colouring.</p> <p>I can work in a sustained and independent way to create a detailed drawing.</p> <p>I am beginning to develop an awareness of composition, scale and proportion e.g. fore, middle and background.</p>	<p>I know what the elements line, tone, pattern, texture, form, space, colour and shape mean.</p> <p>I know how artists (in particular Henry Moore) show form in their work.</p> <p>I know how to mix and blend when colouring.</p> <p>I know what is meant by foreground, middle ground and background.</p> <p>I know how to use 'one point' perspective.</p> <p>Key Vocabulary: form, tone, shape, blending, colour mixing, composition, scale, proportion, foreground, middle ground, background, perspective, one-point perspective, Henry Moore, Christopher Marley, Kelly Stanford</p>
Painting	<p>I can choose appropriate paint, paper and implements to adapt and extend my work</p> <p>I can work from a variety of sources including those researched independently.</p> <p>I can show an awareness of how paintings are created (composition).</p>	<p>I know what is meant by harmonious colours.</p> <p>I know which colours to mix to create a range of harmonious colours.</p> <p>I know how to use different techniques when painting to create a variety of effects</p>

	I can carry out preliminary studies, test media and materials and mix appropriate colours, can identify, mix and work with harmonious colours.	Key Vocabulary: stippling, splattering, dabbing, sponging, harmonious colours, colour wheel, harmony, composition, brushstroke, Grant Haffner, Peter Thorpe, mood
Printing	I can describe varied techniques used in printing. I am familiar with layering prints. I am confident with printing on paper and fabrics. I can alter and modify my work. I can work relatively independently.	I know that artists such as William Morris used printing to create their textile and wallpaper designs. I know the style and colours included in William Morris' work. I know how to create a simple motif in the style of William Morris. I know how to design and make a tile using foam on card. I know how to print using my tile to create a repeated pattern in the style of William Morris. I know how to layer up my print using different motifs. Key Vocabulary: William Morris, motif, adaptation, comparison, repeated pattern, mood
3D Form / Sculpture	I can develop skills in using clay, modroc and other materials. I am continuing to develop my skills of cutting and joining with clay including the use of wire, slabs, slips and mod-roc, etc. I can make a mould and use tools safely. I can create sculpture and pieces of work with increasing independence. I can plan and design a sculpture.	I know the different reasons people might wear masks. I know what festival/carnival masks look like. I know how to use Modroc to cover the mould of my mask. I know how to use different techniques to layer and build up areas on my mask. I know how to finish my mask using paint and other decorative techniques. I know how to cut and join clay using slabs and slips. I know how to cut and manipulate the clay to the correct size and shape. Key Vocabulary: manipulate, slab, slip, mould, mod-roc, layer, construct, geometric

Textiles / Collage	<p>I can use different techniques, materials and colours when designing and making pieces of work.</p> <p>I can use a variety of techniques including batik printing and quilting.</p> <p>I can be expressive and analytical and can adapt and justify my work.</p> <p>I can show an awareness of the potential uses of materials.</p>	<p>I know what quilting is.</p> <p>I know how to use quilting to create a small piece of work.</p> <p>I know how to attach the pieces of material in an effective way.</p> <p>I know what processes are used to create batik.</p> <p>I know some artists who have used batik.</p> <p>Key Vocabulary: batik, wax resist, quilting, purpose, memory, running stitch, back stitch, invisible (ladder) stitch</p>
Breadth of Study	<p>I can work independently and collaboratively on projects in two and three dimensions and on different scales.</p> <p>I can use ICT.</p> <p>I can investigate different kinds of art, craft and design.</p> <p>I can investigate the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>I know how to work independently and with others to create my work.</p> <p>I know how to work in both 2D and 3D and on smaller and larger scale pieces of work.</p> <p>I know how to use ICT to help design my own wallpaper in the style of William Morris.</p> <p>I know how art and architecture are related and I can identify some features of Islamic architecture and use this in my work.</p> <p>I know artists from a range of different periods in history and can identify some of the features of their work.</p> <p>Key Vocabulary: architecture, influence, geometric, motif, Arts and Crafts movement, Islamic influence</p>
Sketchbooks	<p>I can plan and develop ideas using a sketch book.</p> <p>I can collect and source material and research required information including first hand observation.</p> <p>I am continuing to develop a personal style.</p>	<p>I know how to use my sketchbook to collect ideas and research.</p> <p>I know I can use my sketchbook to add ideas other than sketches (examples of material, colour swatches etc)</p> <p>I know how to use my sketchbook to annotate the work of other artists.</p>

		<p>I know how to use my sketchbook to evaluate my own work and record my thoughts.</p> <p>Key Vocabulary: annotate, collection, observations, research, adapting, refining</p>
Work of other Artists	<p>I can recognise artists who have worked in a similar way.</p> <p>I can give detailed observations about notable artists and designers work.</p> <p>I can offer facts about notable artists and designers lives.</p>	<p>I know how to recognise the work of Henry Moore and can describe his style.</p> <p>I know how to recognise the work of William Morris and know how it influenced other artists.</p> <p>I know the periods in which the artists worked influenced their style.</p> <p>Key Vocabulary: William Morris, Henry Moore, influential, movement, change, significant</p>
Greater Depth		