



Tarvin Primary School
Art Progression of Knowledge and Skills



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Progression of Knowledge and Skills

How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1: Demonstrates what a typical artist will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 2 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

	Foundation/ EYFS	KS1 Curriculum A Curriculum B	LKS2 Curriculum A Curriculum B	UKS2 Curriculum A Curriculum B
This is what our Artists can do....	<p>Mark Making: Children will be introduced to the work on Kandinski. They will make a wide range of marks using many forms of media. Children will learn what these marks are called and practice these skills ready to develop them in Year 1.</p> <p>Colour Creation: Children will understand the difference between primary and secondary colours. Children will also understand how to mix colours and how to make lighter/darker colours.</p> <p>Self-Portrait: Children will learn to understand about proportions of the face. Children will learn about different styles of self-Portrait and be able to voice their own opinion.</p>	<p>Mark Making: Children will be introduced to the famous artist Paul Klee. They will look at examples of his work and think about what techniques he used in his paintings. Children will then use everything they have learnt to finish a piece of art by Paul Klee. As an alternative activity, children to be given the freedom to apply the techniques they have learnt in their own piece of art.</p> <p>Colour Creations: Children will learn about Wassily Kandinsky and explore his different works of art. They will then create their own interpretations influenced by Kandinsky's style.</p> <p>Henri Rousseau: Children to evaluate all they have learnt about Henri Rousseau. They will discuss some of Rousseau's paintings and the use of his imagination. The children will be challenged to imagine a place they've never been to before, re-create it in the style of Rousseau and include a portrait of themselves within the picture.</p> <p>Yayoi Kusama: The children will draw on their earlier experimentation with creating dots using paint to recreate Kusama's pumpkins. The children will decorate their sculptures or create a painting using their chosen dot techniques.</p> <p>Earth Art: Children will explore the collage technique and the types of materials people use to make them. Children will collect their own materials from nature and follow steps to create their own collage of a particular scene.</p> <p>Self Portraits: Children will first learn how sculptures can also be a form of portrait, and will look at examples made from wood, stone and metal. After exploring some different clay-work skills, children will then create a self-portrait from clay.</p>	<p>Sonia Delaunay: Children will begin exploring how the work of Sonia Delaunay influenced both individual artists and the genre of modern art itself. They will discover just how wide-ranging and successful her art and fashion designs became, and how she brought art into everyday life. In their independent work, children will create a factsheet about her life and work. Children are challenged to create a piece of artwork in honour and memory of Sonia Delaunay.</p> <p>Plant Art: Children will use all of the skills and knowledge they have gained in the previous lessons to discuss how they might recreate pictures of different plants as artworks. In their independent lessons, children will choose one of these plants to plan and create a piece of artwork for. In the alternative activity, children are challenged to use nature itself as the media or tools with which to create a piece of art.</p> <p>Recycled Art: The children will look at some artwork by different artists who created sculptures to convey a message about pollution and how plastic affects our ocean and the environment. They will then try to emulate this in their own piece of recycled art.</p> <p>William Morris The children use their designs from the previous lesson to produce their own printing block out of cardboard. They then use this block to print a repeating pattern. The children will be challenged to create a rotating pattern or a print with a different layout. Alternatively, the children could create their printing block using string and cardboard to produce a different effect when printing.</p> <p>Famous Buildings: Children will draw on everything they have found out about architecture and a variety of building designs to design their own building for a particular purpose. Focusing on the exterior aesthetics, children will design a building using their own criteria or those given to them by a 'client', thinking about colour, line, shape and features.</p> <p>Seurat and Pointillism: Children will discuss what they have learnt about Pointillism and the Pointillist style of art. They will generate ideas for themes they could use before creating their own piece of Pointillism artwork. They will evaluate their finished pieces and say what they think and feel about them.</p>	<p>Frida Kahlo: Children explore how Kahlo painted important moments throughout her life, telling a story of how she felt during these times. They have the chance to think about why she chose to paint at particular moments in her life and use this to reflect on their own lives and any memories they would like to illustrate.</p> <p>Landscape Art: The children will use their knowledge of all the techniques, mediums and genres they have studied this unit to create a final piece of landscape art. They will select their materials and techniques to recreate a landscape scheme.</p> <p>Street Art: Children will learn how to use paint and brushes to 'stipple' paint through stencil designs. They may then either create stencil art using stencils made during the previous lesson in this Complete Series, or select, cut out and arrange given stencil designs while making stencil street art in small groups.</p> <p>Sculpting Vases: Children will evaluate their own finished vases, thinking about what worked well and what they would change. They will also review the work of other children and discuss what they think about different vases that have been created.</p> <p>Chinese Art: Children will find out when the Ming dynasty was in power before looking at a variety of examples of Ming porcelain to establish common colours, patterns and themes. They can then recreate a Ming vase using drawing or porcelain paint.</p> <p>Express Yourself: The children are introduced to the modern artist Chuck Close who used fingerprinting to create large-scale portraits. They explore the different techniques Close used to create his artwork, including the use of a grid to transfer a portrait from a photo to a canvas. Reflecting the style of Close's work, the children create a self-portrait using their fingerprints.</p>

Year Group	EYFS	KS1	LKS2	UKS2
Drawing – Line, pattern and texture	Mark Making Self Portrait Colour Creation	Mark Making Self Portrait Earth Art	Colour Creations Yayoi Kusama Henri Rousseau	Chinese Art Street Art Sculpting Vases
Knowledge	<ul style="list-style-type: none"> - To know how to make marks. - To know different artists, have different styles. - To know how to use different objects to make marks. 	<ul style="list-style-type: none"> - To know what a line is. - To know that different artworks can have different textures. - To know how artists have created different effects. - To know that different grades of sketch pencil make different marks. - To know which pencil to use for a certain purpose. - To know that there is symmetry in mandala patterns. 	<ul style="list-style-type: none"> - To understand the style of William Morris. - To know what still life sketching is. - To know a range of sketching mediums. - To understand how shading is linked to the light source in a drawing. - To understand the architecture in St Basil’s Cathedral. - To understand what pointillism is. - To understand that constant observation is important when creating a detailed sketch. - To understand that patience is just as important as techniques. 	<ul style="list-style-type: none"> - To know the importance of lines in Chinese Art in relation to the four gentlemen. - To know patterns, images and styles associated with Ming porcelain. - To understand how to use construction lines to map out the basic shape of my sketches. - To understand what a light source is and how this affects shading. - To understand the proportions of a face. - To understand how to use light guidelines when sketching. - To understand how lines and fonts can express an idea
Skills	<ul style="list-style-type: none"> - To begin to make basic marks. - To begin to hold pencils using the correct grip. - To use lots of different media to make basic marks. - To make basic marks depending on what they can see in front of them. - To make different marks depending on what they are drawing. 	<ul style="list-style-type: none"> - To draw lines between different points. - To hold a pencil correctly when sketching. - To use adjectives to describe a line. - To use different pressures when drawing pencil lines. - To use a range of different pencils. - To create a range of repeated patterns. - To use rubbings to recreate texture. - To use a variety of media to create different effects. - To use a range of techniques when drawing. - To evaluate work and correct when appropriate. - To use different materials to make marks. - To create art in the style of famous artists. - To create a polka dot pattern. - To follow instructions to create a sketch. - To make visual observations to inform a sketch. - To identify repeating patterns in rangoli and mandala patterns. - To sketch and draw plants and flowers in the style of Rousseau - To sketch and create a portrait-landscape. - To generate ideas from their imagination. 	<ul style="list-style-type: none"> - To use soft, light sketching techniques to create a still life sketch. - To adjust pencil grips correctly when sketching. - To use observational skills to create a still life sketch. - To create areas of light and dark in my sketches using different shading methods. - To vary sketching through use of pressure. - To recreate patterns using oil pastels and ink. - To spot symmetry in the designs of famous buildings. - To use tracing to create symmetry. - To create texture in my artwork to reflect real-life buildings. - To experiment with a range of pointillism techniques. - To apply pointillism techniques using different mediums. - To evaluate techniques and mediums. - To use observational skills to create a detailed sketch of part of a plant. - To follow simple instructions to create a more realistic sketch of a tree. - To evaluate and compare sketches. - To take inspiration from materials, textures and patterns. 	<ul style="list-style-type: none"> - To use visual information to make sketches of different styles of traditional Chinese Art. - To use drawing and shading skills to recreate a terracotta warrior. - To follow simple instructions to draw a Chinese dragon. - To practise shading in relation to a light source. - To create a self-portrait. - To use light sketching lines to create a portrait. - To use sketching and shading within a design. - To use vanishing points, horizon lines and construction lines to create perspective. - To sketch a landscape using linear perspectives. - To use lines and patterns to create abstract artwork. - To sketch designs to build up a portfolio of ideas. - To take the light source into account when sketching vases. - To use shading techniques to include dark areas. - To include patterns and shapes into sketches. - To make detailed observations. - To sketch different facial expressions. - To use different pressures and thicknesses to create a desired effect. - To use a grid to help make correct proportions based on photographs.
Key vocabulary	Draw Line Grip Pattern Point to point Stroke Guide	Sketch Pattern Stroke Texture Point to point Landscape Portrait Width Length Repeating	Trace Mediums Observations Light Dark Hatching Techniques Symmetry	Stencil Guidelines Traditional Ming porcelain Light source Perspective Facial expression Proportion

Key indicators

- Can children begin to make basic marks.
- Can children begin to hold pencils using the correct grip.
- Can children use lots of different media to make basic marks.
- Can children make basic marks depending on what they can see in front of them.
- Can children make different marks depending on what they are drawing.
- Do children know how to make marks.
- Do children know different artists, have different styles.
- Do children know how to use different objects to make marks.

Can children hold a pencil correctly.
Are children able to connect one point to another.
Can children use pressure to change the appearance of a line.
Can children make choices about which pencil to use when drawing patterns.
Are children beginning to have control over the marks they make.
Can children use a range of mediums and materials to create texture.
Are children able to use different techniques to complete a piece of artwork.
Can children imitate art by a famous artist.
Can the children use Rousseau's skills to create a landscape portrait.
Can children experiment with different materials to make marks.
Are children aware that there are different types of pencils.
Can children practise making different kinds of marks with different pencils.

Can children use their observational skills to create a detailed sketch of part of a plant.
Can children use soft, light sketching techniques to create a still life sketch.
Can children identify lines of symmetry in buildings.
Can children use symmetry accurately in their artwork to create effects.

Can children identify a horizon line and vanishing points in photos and pictures of landscapes.
Can children sketch out a landscape scene using a horizon line and vanishing point.
Can children use construction lines to help draw object in perspective.
Can children choose appropriate mediums for creating abstract patterns.
Can children use pencils and felts as instructed to create stylised text.
Can children revise and improve their ideas through repeated sketching.
Through sketching can children develop ideas for a work of art that would improve a space.
Can children simplify a design for street art to make it immediate recognisable and easy to replicate.
Can some children adapt their designs so they may be reproduced in a variety of ways.
Can children visualise how images may appear when created using stencils of their own design.
Can children turn simple images into stencil designs.
Can some children create more complex stencil art by moving their stencil or using two or more stencils.
Can children sketch designs to build up a portfolio of ideas.
Can children use a variety of skills to create that own dragon artwork.
Do children understand the importance of line and brush stroke in Chinese artwork.
Can children use drawing and shading skills to recreate a terracotta warrior.
Can children sketch a given emotion as a cartoon.
are children able to describe how lines and font can express an idea.
Can children make choices based on different lines and font to create a design effect.
Can children use different pressures and thicknesses to create a desired effect.
Can children use techniques influenced by an artist
Can children use different pressures and overlaps to create a desired effect.

Year Group	EYFS	KS1	LKS2	UKS2
Painting, printing and colour	Mark Making Self Portrait Colour Creation	Mark Making Self Portrait Earth Art Colour Creations Yayoi Kusama Henri Rouseau	William Morris Seurat and pointillism Sonia Delaunay Famous Buildings Plant Art Recycled Art	Chinese Art Street Art Sculpting Vases Frida Kahlo Landscape Art Express Yourself
Knowledge	<ul style="list-style-type: none"> - To begin to know how to use a paintbrush. - To begin to name a range of colour. - To begin to name different painting tools. 	<ul style="list-style-type: none"> - To understand what loading a paintbrush is. - To know a wide variety of colours. - To know what the primary colours are. - To know what the secondary colours are. - To know how to make lighter shades of colours. - To know how to make darker shades of colours. - To know what tools to use when painting. 	<ul style="list-style-type: none"> - To know the process of block printing. - To explain how different colours are achieved when using block printing. - To know the block print patterns used in St Basil's Cathedral. - To know the difference between tints, shades and tones. - To know what depth in a piece of artwork is. - To know the difference between complementary and harmonious colours. 	<ul style="list-style-type: none"> - To know colours commonly used in Chinese art. - To know the importance of lines and brushstrokes in Chinese Art. - To understand how to create different effects using materials.
Skills	<ul style="list-style-type: none"> - To begin to hold a paintbrush correctly. - To make basic marks with a paintbrush. - To make a range of colours. - To begin to mix colours together. - To use natural objects to paint. 	<ul style="list-style-type: none"> - To hold a paintbrush correctly. - To make smooth sweeping brushstrokes. - To use paint to create different shaded lines. - To create lines of different thicknesses. - To experiment with different ways to make marks. - To mix primary colours to make secondary colours. - To use a paintbrush to make basic marks. - To use paint to create artwork in the style of a piece the children have been looking at. - To experiment with different kinds of paint and make different effects. - To experiment with different mediums to create a polka dot pattern. - To describe and make observations on a piece of artwork's colour and pattern. - To use natural materials to make different marks. - To use a range of materials to paint a rock. - To finish a mandala pattern to a certain specification. - To use natural materials to create prints. - To create prints inspired by Rousseau's paintings. 	<ul style="list-style-type: none"> - To design and create a relief printing tile to be used for block printing. - To use printing tiles to create repeating patterns. - To create a half drop pattern. - To change colours using tints and shades. - To create colour blocks using oil pastels. - To use a variety of tools to create a pointillism painting. - To identify tertiary colours on the colour wheel. - To identify complimentary colours on the colour wheel. - To mix colours using the pointillism methods. - To create tints, shades and tones to match a given colour. - To transfer a sketching method into the medium of painting effectively. - To use colour and size to create the illusion of depth in a piece of artwork. - To experiment with the use and effect of colours in a piece of artwork. - To take inspiration from a material's colour. - To experiment with and observe how different paints create different effects in my artwork. - To select a suitable type of paint to decorate a material. 	<ul style="list-style-type: none"> - To discuss and describe different brushstrokes used in artwork and how they might have been created. - To practice a variety of brushstrokes to improve technique. - To apply brush control when creating artwork. - To create Chinese calligraphy characters using the correct brushstroke sequence. - To begin to use different paints and inks for different purposes. - To analyse aspects of a painting including mood and colour. - To add paint to a sketched self-portrait to add colour and detail. - To choose colours to express aspects of a personality. - To choose colours to express aspects of a community. - To select contrasting colours using a colour wheel to help. - To choose colours to create the biggest 'standout' effect. - To use impression printing to create a piece of repeated printed artwork. - To create a stencil. - To use more than one stencil to create a layered effect in my artwork. - To experiment with different watercolour techniques to create effects. - To paint a landscape using watercolours. - To create an experiment with a variety of mediums. - To create tints and shades using a variety of different mediums. - To use tints and shades to create atmospheric perspective. - To make appropriate choices when decorating vases. - To make decorative colour and pattern choices to fit a given theme. - To explain how colour can help to express different aspects of someone's personality. - To identify emotions that relate to a colour. - To use colour and shape to illustrate emotions. - To experiment using fingerprints to create a unique piece of artwork. - To vary the pressure and amount of paint used when printing using fingers to create different effects. - To use overlapping and layering to create shadows in paintings.

<p><u>Key vocabulary</u></p>	<p>Colour Paint Brushstroke Print mark</p>	<p>Primary colour Secondary colour Lighter Darker Brushstroke Specification Print</p>	<p>Block painting Pointillism Complimentary Sketching Inspiration Suitable Tints Shades</p>	<p>Mediums Overlapping Pressure Landscapes Brushstrokes Layered Watercolours Self-portrait</p>
<p><u>Key indicators</u></p>	<p>Can children begin to know how to use a paintbrush. Can children begin to name a range of colour. Can children begin to name different painting tools. Can children begin to hold a paintbrush correctly. Can children make basic marks with a paintbrush. Can children make a range of colours. Can children begin to mix colours together. Can children use natural objects to paint.</p>	<p>Are children able to use repetition to create a pattern. Can children hold a paint brush correctly. Are children able to use different techniques when painting. Can children name a variety of colours. Can children choose a favourite colour and give reasons for their choices. Can children identify objects that are associated with various colours. Do children know what primary colours are. Can children create artwork in the style of Mondrain using primary colours. do children know what primary colours are. Do children know what secondary colours are. Can children mix primary colours to create secondary colours. Do children know how to create lighter shades of a colour. Do children know how to create a darker shade of colour. Can children create monochrome works of art by mixing shades of one colour. Can children use their knowledge of colour to create artwork in the style of Kandinsky. Can children create an animal mask in the style of Rousseau. Can children create a Rousseau inspired painting using the skills and techniques they have learned. Can children experiment with different mediums to create a polka dot pattern. Can children attempt to recreate a piece of artwork by a famous artist. Are children able to make choices about the tools and techniques they use when painting. Can children recreate an effect using different sized dots. Can children re create an image with paint. Can children paint on a foreign surface. Do children understand painted images can be used to tell stories. Do children name some different kinds of paint. Are children able to describe differences they have noticed in different paints. Can children choose which paint is more suitable for a desired purpose. Can children make appropriate choices of colour to finish their sculpture.</p>	<p>Do children know what orphism art is. can children explain the differences between complementary colours and harmonious colours. Can children experiment with the use and effect of colours in their own artwork. Can children create their own designs in the style of Sonia Delaunay. do children understand the difference between tints shades and tones. Can children create tints shades and tones to match a given colour. Can children use tints, shades and tones to create an artwork. Do children understand how to make a cardboard print board. Can children create designs by printing. Can children suggest a suitable paint to decorate their sculptures based on the material it is made from. Can children recreate a wallpaper pattern in the style of William Morris. Can children create a design inspired by nature and William Morris. Can children briefly describe the process of creating a print. Can children use a design to guide them in making a printing block. Can children print using a printing block. Can children incorporate shape, line and colour into their designs. Do children know how to mix colours to create and tertiary colours. Do children know some pairs of complementary colours. Can children mix colours using pointalism. Can children use pointalism to create effects such as shading. Can children use pointalism to blend colours. Can children apply what they have learned about pointalism to create their own piece of artwork.</p>	<p>Are children able to apply aspects of surrealism to their own artwork. Can children express emotions through their own artwork. Can children use watercolour paints appropriately. Can children experiment with different watercolour techniques. Can children use appropriate mediums, and tints and shades, to create a piece of landscape artwork that shows atmospheric perspective. Can children practise a variety of brush strokes to improve techniques. Can children use a variety of painting techniques to create stencil street art. can children apply their brush control when creating artwork. Can children create Chinese calligraphy characters using the correct brush stroke sequence. Can children control their brush strokes to create effects. Can children use colour and shape to illustrate emotions.</p>

Collage, sculpture and 3-D art	Mark Making Self Portrait Colour Creation	Mark Making Self Portrait Earth Art	Colour Creations Yayoi Kusama Henri Rouseau	William Morris Seurat and pointillism Sonia Delaunay	Famous Buildings Plant Art Recycled Art	Chinese Art Street Art Sculpting Vases	Frida Kahlo Landscape Art Express Yourself
<u>Knowledge</u>	<ul style="list-style-type: none"> - To know how to stick materials together. - To know how to make basic 3D models. 	<ul style="list-style-type: none"> - To understand the work of Piet Mondrian. - To know what a sculpture is. - To describe what a sculpture is. - To know the shape and form of 3D objects and sculptures. - To know what different sculptures are made from. - To know what makes a rangoli pattern. - To describe what weaving is and how a loom is used. 		<ul style="list-style-type: none"> - To understand what a sculpture is and the different materials they can be made from. - To define the difference between decorative and functional sculpture. - To understand how slip can be used to join two pieces of clay. 		<ul style="list-style-type: none"> - To know a range of sculpting techniques. - To know which tools to use for sculpting techniques. - To explain what collage is and how tearing paper can be used to create different shapes. 	
<u>Skills</u>	<ul style="list-style-type: none"> - To use everyday materials to make models. - To stick different materials together to make a model. - To begin to hold scissors correctly. 	<ul style="list-style-type: none"> - To understand and use some basic clay skills. - To develop scissor and cutting skills. - To use paper art to recreate an installation piece by Yayoi Kusama. - To use rolling techniques effectively to manipulate clay. - To use natural materials such as sticks and twigs to create a sculpture. - To use clay to create imprints of natural materials. - To create a simple loom. - To weave using interesting natural materials. - To recreate a mandala using natural materials. - To use paper to create a shoebox model of one of Rousseau's paintings. - To use paper and other materials to create a mask. - To use glue to attach different parts to a mask. - To use collage to create art work inspired by Piet Mondrian. - To use collage and mix media to create artwork by Wassily Kandinsky. - To use clay to create a self-portrait. - To use tools to help manipulate clay. - To use coloured paper to create a collage. 		<ul style="list-style-type: none"> - To choose materials that would be suitable to make a sculpture of collage. - To use folding and cutting skills to recreate a simplified structure of a building. - To use tools to make marks in clay for decorative purpose. - To add or remove bits of clay to create detail. - To make a simple structure from clay. - To use layers of different coloured paper to create a collage with depth. - To experiment with coloured paper to create a collage. - To make careful choices of colour in collage to create complimentary or harmonious effects. - To experiment with different ways to join materials to make a 3D piece of art. - To select a suitable joining method when working with different materials. - To look at different materials and make suggestions about how they could be used in art work. - To use a materials existing shape to inspire a piece of art work. - To create a simple animal structure from recycled materials. 		<ul style="list-style-type: none"> - To use simple rolling and pinching techniques to manipulate salt dough. - To form simple shapes to create the base of a model. - To attach two pieces of salt dough with materials such as match sticks to reinforce joints. - To add pieces of salt dough to a base to create relief details. - To use tools to create details in salt dough or clay models. - To carve a piece of clay to create the shape of a terracotta warrior. - To use tools to help shape and manipulate clay - To add clay to a model to get the correct shape. - To create a torn paper collage of a landscape scene. - To use different para metres to create torn paper collages. - To practise techniques and effects before attempting a final design. - To choose appropriate techniques in clay work. - To choose appropriate tools to add details to design. - To add clay to create details for a design. - To experiment and develop control of tools and techniques. - To choose tools, techniques and details which are most appropriate for a design. - To use slabs of clay to create a container. - To use the pinching technique to create a container. - To work with control and accuracy. - To use wire to create a sculpture of a person. - To convey emotion or specific body language in a wire sculpture. 	
<u>Key vocabulary</u>	<ul style="list-style-type: none"> Glue Model 3D Stick Build Tower Collage 	<ul style="list-style-type: none"> Sculpture Form Rangoli pattern Weaving Imprint Shoebox model Collage Manipulate 		<ul style="list-style-type: none"> Complimentary Colours Harmonious Colours Structure Decorative Functional Suitable Techniques 		<ul style="list-style-type: none"> Pinching techniques Terracotta warrior Control Accuracy Convey Wire sculpture 	

<p><u>Key indicators</u></p>	<p>Do children know how to stick materials together. Do children know how to make basic 3D models. Can children use everyday materials to make models. Can children stick different materials together to make a model. Can children begin to hold scissors correctly.</p>	<p>are children able to use different tools to experiment with making polka dot patterns. Can children experiment with the kind of polka dot patterns they are making. Are children able to use accurate cutting skills to cut out circles. Are children able to use the rolling technique to manipulate clay to the desired form. Can children recreate the form of a pumpkin inspired by Kusama's sculptures. Do children understand that sculptures can be made from natural materials. Can children make simple sculptures using playdough and sticks. Can children create a sculpture from provided images. Can children use leaves to create a picture. Do children use layering and spatial skills to create a picture. Can children use their imagination to interpret pictures made with natural materials. Can children create a basic frame to be used for weaving. Do children know how to follow instructions. Can children recognise and create patterns. Do children understand how to make a mandala. Can children use their fine motor skills to produce attractive pieces of art. Can children recreate a scene using natural materials. Can children create a simple collage self-portrait using shapes from their features. Are children able to create shadows using different shades of coloured paper. Are children able to place facial features fairly accurately. Can children make choices about how they will create their artwork. Are children able to manipulate clay in simple ways to create desired shapes. Can children use tools to help them manipulate clay in different ways.</p>	<p>Can children express their opinion about an artist or artwork. Can children create the illusion of depth in their artwork. Do children know how to add or remove bits of clay to create detail. New life can children make their own simple sculpture from clay. Can children create their artwork from a given plan. Can children join two pieces of cardboard together securely. Can children attribute adjectives to describe the properties of different junk materials. Are children able to generate ideas inspired by different materials and their properties. Can children create a recognisable creature from junk materials. Are children able to select suitable joining methods for their art pieces. Are children able to create a 3D sculpture from cardboard. Are children able to create their own piece of artwork to convey a message. Do children know that buildings are designed for a variety of purposes. Do children know that an architect is someone who designs buildings. Can children examine buildings and comment on what they think of them. Do children know that Christopher Wren was a famous architect. Can children comment on the features of Saint Pauls cathedral and say what they feel about them. Can children identify and apply different shading techniques. Can children recreate St basil's cathedral using their own interpretations. Can children recreate the Sydney Opera House making choices about colours materials and media to use. New light can children design a building for a particular purpose.</p>	<p>Can children describe the general proportions of a face.new line Can children use their knowledge of proportions to complete a self-portrait. Can children define what collage is. can children create a landscape using torn paper collage. Can children make stylistic choices about colour size line and placement to create effects in their collage. Can children make choices about methods and mediums to use in order to create a landscape work of art. Can children work safely as instructed while cutting out their stencil's. Can children incorporate design ideas or themes into their own designs. Can children use appropriate techniques in their artwork. Do children know how to develop their control of tools and techniques. Can children work with control and accuracy. Can children follow a design to create of ours. Can children use tools and techniques appropriately. Can children identify ways they could improve their work. Can children evaluate and adjust their designs. Can children make appropriate choices when decorating their vases. Can children work with clay to create a detailed model. Can children create artwork to reflect the style of Ming porcelain. Can children use clothing to convey their own personality. Can children manipulate wire to create sculptures to portray an emotion or an activity.</p>
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Responding to artwork and using a sketchbook	Mark Making Self Portrait Colour Creation	Mark Making Self Portrait Earth Art	Colour Creations Yayoi Kusama Henri Rouseau	William Morris Seurat and pointillism Sonia Delaunay	Famous Buildings Plant Art Recycled Art	Chinese Art Street Art Sculpting Vases	Frida Kahlo Landscape Art Express Yourself
Knowledge	<ul style="list-style-type: none"> - To know some work by Kandinsky. - To know some work by Paul Klee. - To say what they like and don't like about artwork. 	<ul style="list-style-type: none"> - To know Kandinsky used different lines in his artwork. - To discuss how a line or a dot can be a piece of art using the story 'The Dot'. - To discuss the art works of Paul Klee and give feedback. - To know how Kandinsky used colour to create effect. - To understand how portraits can tell a story. - To join in with discussions about a famous artists work. - To remember and give facts about Yayoi Kusama. - To say whether they like or dislike a piece of artwork. - To name ways that rocks were used in ancient artwork. - To understand what abstract art is. - To comment on the patterns created in woven rugs and tapestries. - To discuss and explore mandalas. - To comment on the shape, colour and pattern in a mandala. - To say who Henri Rouseau was and recall facts about his life. - To discuss a painting by Henri Rouseau. - To discuss how they feel when looking at a painting. - To discuss portraits and landscapes and what they like about both. 	<ul style="list-style-type: none"> - To find similarities and differences of the work of William Morris. - To analyse a piece of artwork using language associated with art and design. - To describe what the arts and crafts movement was and explain why it was founded. - To comment on why changes need to be made to a design. - To understand the role of an architect. - To discuss the shapes and structures of famous buildings. - To say if they like or dislike the design of a building. - To explore the work of Sir Christopher Wren and his design of Saint Paul's Cathedral. - To explain who George Seurat was and why he was famous. - To state how they feel about a piece of artwork. - To state which method they prefer and why. - To name some pointillist artists. - To give reasons for choices of colour and subject in a piece of artwork. - To describe what a botanical illustration is and why they were first created. - To discuss and respond to Georgia O'Keefe's artwork and how she used tones in her artwork. - To understand how artist create the illusion of depth. - To remember facts about Sonia Delaunay. - To express an opinion about an artist of artwork. - To discuss and answer questions about an artist and their artwork. - To describe what orphism art is. - To discuss and explain how Sonia Delaunay created a feeling of movement in her artwork. - To comment on the message that a piece of artwork might be portraying. 			<ul style="list-style-type: none"> - To identify and record sketches of some themes commonly used in traditional Chinese art. - To discuss traditional Chinese artwork and say what they think and feel about it. - To understand the significance of the dragon in Chinese culture. - To explain what the terracotta arms was and why it is famous. - To know when the Ming Dynasty was in power and why their porcelain is famous. - To describe who Freda Kahlo is and give a summary of her work. - To give an opinion of a painting or artist. - To describe the difference between a portrait and a self-portrait. - To describe aspects of Mexican Folk art. - To identify aspects of the Mexica culture and Kahlo's artwork. - To describe the aspects of the surrealist movement. - To express an opinion of surrealism in paintings. - To discuss forms of graffiti and if it's a form of artwork. - To discuss the messages that are portrayed In some pieces of art. - To understand and explore the work of Banksy. - To explain how artists use linear and atmospheric perspective in artwork. - To comment on abstract landscapes and explain what they feel about them. - To discuss landscape artwork by famous artists. - To describe and assess vases made by designers. - To respond and comment of different pieces of artwork. - To discuss and comment on Kandinsky's colour theory. - To discuss and give an opinion on Chuck Close's painting techniques. 	

<p><u>Skills</u></p>	<ul style="list-style-type: none"> - To give positive feedback on a piece of work. - To say what colours they can see in a piece of art. - To make artwork based on the work of Kandinsky. - To make artwork based on the work of Paul Klee. 	<ul style="list-style-type: none"> - To spot different mark making techniques in a range of artwork. - To recreate some of the mark making techniques in Klee's work. - To spot similarities and differences between pieces by Mondrian. - To create a piece of artwork inspired by Mondrian. - To create a piece of artwork inspired by Kandinsky. - To explore portraits by a variety of artists. - To comment on how portraits by different artist make them feel. - To make decisions about what they want their portrait to say about them. 	<ul style="list-style-type: none"> - To choose elements of a buildings design to fit purpose. - To follow a design brief to design a building. - To experiment with a range of techniques and methods to create pointillism. - To identify pointillism in a piece of artwork. - To apply what they have learnt about pointillism to create a piece of artwork. - To evaluate artwork and compare it with peers. - To identify an artwork that is visually pleasing. - To give personal opinions of different artwork. - To listen to others' opinions about artwork and try to see their point of view. - To design artwork and give reasons for choices. - To use prior experience of different mediums to make decision about artwork. - To create design in the style of Sonia Delaunay. - To recognise the influence of Sonia Delaunay work on both fashion and modern art. - To explore different pieces of recycled art. 	<ul style="list-style-type: none"> - To apply aspects of surrealism to artwork. - To design a tag reflecting what they have seen in existing artwork. - To experiment with size, value and shape of designs in their sketchbook. - To use sketchbooks to create designs for street art. - To create a piece of a satirical artwork. - To identify vanishing points and horizon lines in landscape paintings. - To create a selection of lines and patterns in their sketchbook. - To identify which medium has been used to create a piece of artwork. - To make decisions about how to create a piece of landscape artwork. - To identify different features of a vase design. - To incorporate design ideas or themes into their designs. - To identify ways in which they can improve artwork. - To evaluate and adjust designs.
<p><u>Key vocabulary</u></p>	<p>Paul Klee Kandinsky Like</p>	<p>Kandinsky Yayoi Kusama Henri Rousseau Mandala Inspired Techniques Mondrian Paul Klee</p>	<p>William Morris Botanical illustration Georgia O'Keefe Sir Christopher Wren St Paul's Cathedral Sonia Delaunay Orphism Pointillism Architect</p>	<p>Chinese Art Ming Dynasty Porcelain Frida Kahlo Chuck Close Vanishing points Horizon lines Themes</p>
<p><u>Key indicators</u></p>	<p>Can children give positive feedback on a piece of work. Can children say what colours, they can see in a piece of art. Can children make artwork based on the work of Kandinsky. Can children make artwork based on the work of Paul Klee. Do children know some work by Kandinsky. Do children know some work by Paul Klee. Can children say what they like and</p>	<p>Can children say what happens if they apply too much pressure on the brush. Are children able to describe texture using adjectives. Can children say which medium they prefer using and why. Can children reflect on their learning and say what they have done well. Do children know who Piet Mondrain is. Do children know who Kandinsky is. Can children evaluate their finished artwork and state what they think and feel about it. Can children describe who Henri Rousseau was. Can children describe what skills he used. Can the children talk about a Henri Rousseau painting. Can children recall what skills Henri Rousseau used to create his artwork. Can children explain what skills they have used to create a piece of artwork. Can the children talk about the genre portrait- landscape. Can children explain how they feel after looking at Rousseau paintings. Can the children explain why Rousseau was inspired to paint animals. Can the children recall the facts they have learned about the artist Henri Rousseau.</p>	<p>Can children recall some facts about the early life of Sonia Delaunay. Can children ask and answer questions about an artist and their artwork. Can children explain how Sonia Delaunay created a feeling of movement in her artwork. Can children discuss and give their opinions of specific artworks. Can children explain why Sonia Delaunay began to design clothes and why. Can children talk about the life and work of Sonia Delaunay. Can children recognise the influence of Sonia Delaunay's work unexpressed their thoughts and opinions of her work. Can children identify an artwork that is visually pleasing to them. Can children give their personal opinion of different artworks. Can children listen to others opinions of artworks and try to see their point of view. Do children know what a botanical illustration is and why they were first created. Can children express their own opinion about this style of drawing. Can children talk about famous designers. Do children understand what depth in artwork is.</p>	<p>Can children describe who Frida Kahlo is and give a brief summary of her work. Can children analyse aspects of a painting including mood and colour. Are children able to give their opinion about a painting or artist. Can children describe the differences between a portrait and a self-portrait. Are children able to describe aspects of Mexican folk art. Can children identify aspects of the Mexican culture in Kahlo's artwork. Can children identify their own cultural background and use hard work to express this. Can children describe the aspects of the surrealist movement. Can children express their opinion of the surrealism in paintings. Can children explain what what colours are and discuss water colour paintings. Do children know what atmospheric perspective is and how it is used in landscape art. Do children know how to create tints and shades using different mediums. Can children discuss famous landscape artwork and say what they think and feel about it. Can children evaluate the artwork of others and identify what they like and give reasons for their choices.</p>

<p><u>Key indicators</u></p>	<p>don't like about artwork.</p>	<p>Are children able to join in discussions about a famous artists work. Are children able to mimic the art of a famous artist. Can children use different tools to experiment when making polka dot patterns. can children experiment with the kind of polka dot patterns they are making. Can children respond to a piece of artwork appropriately. can children comment on the shape and form of 3D objects and sculptures. Can children make observations about a piece of artworks colours and patterns. Can children talk about some artistic methods and techniques and explain what they are used for. Can children evaluate their own artwork and others. Are children able to describe a portrait or self-portrait using simple adjectives. Can children make comments on the kinds of marks they can make with different pencils.</p>	<p>Do children understand how art is create the illusion of depth in their artwork. Do children understand what a sculpture is and what different materials they can be made from. Can children discuss how to represent a plant as a piece of artwork. Can children design their artwork and give reasons for their choices. Can children identify advantages and disadvantages of a joining method. Are children able to suggest a suitable joining method for two pieces of materials. Can children justify their ideas. Can children evaluate and discuss their artwork. Can children evaluate the ease of working with a material. Are children able to understand the messages that some artwork can portray. Can children analyse an existing piece of artwork using language associated with art and design. Can children describe what the arts and craft movement was. Can children find similarities and differences between the different works of William Morris. Can children make observations about different mediums. Are children able to reflect on design choices. Do children know that architectural styles change overtime and across different locations. Can children describe the main features of Saint basil's cathedral. Can children discuss why many architects choose symmetrical designs for their buildings. Do children know who designed the Sydney Opera House. Do children know what pointillism is. Do children know who Georges Seurat is and why he is famous. Can children experiment with a range of pointillist techniques. Can children state which method they preferred and describe their reasons why. Can children discuss artwork and say what they think and feel about it. Do children understand that pointillism was an art movement that developed overtime. Can children name some pointillism artists. Can children evaluate their finished artwork and compare it to that of their peers.</p>	<p>Can children express their own ideas and explain the views of others about graffiti. Can children consider ways in which street art can improve public spaces. Can children consider reasons why graffiti and other street art is allowed in certain spaces. Can children identify and discuss the meaning of satirical works of art. Can children identify features of street art which are appealing to advertisers. Can children identify different features of the vases design. Can children describe and assess vases made by designers. Can children gather ideas for use in their own work. Do children understand how to create different effects using materials. Can children suggest ways in which they could improve their voices if they were to make them again. Can children identify some colours commonly used in Chinese art. Can children identify some themes commonly used in Chinese art. Can children have a discussion about traditional Chinese artwork and say what they think and feel about it. Do children understand the significance of the dragon in Chinese culture can children explain the importance of line in Chinese artwork in relation to the four gentlemen. Do children know what the terracotta army is and why it is famous. Can children identify patterns, images and styles associated with Ming porcelain. Do children know when the Ming dynasty was in power and why their porcelain is famous. Can children identify different ways they can express themselves. Can children identify aspects of a person's personality from their clothing. Can children describe how the features change from different facial expressions. Do children understand that body language can portray emotions. Can children describe how bodies change to portray different emotions and feelings. Can children identify emotions they feel, linked to a colour. Are children able to comment on an artist's work.</p>
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