

Foston CE, Terrington CE VA & Stillington Primary Schools Progression Map

'Love, Learn & Grow Together'

Subject: Art

Subject Intent:

- To develop a love of the processes involved in creating artwork, and to understand that art can take many different forms.
- To produce creative work, exploring their ideas and recording their experiences
- To develop their **practical knowledge** by becoming proficient in drawing, painting, sculpture and other art, craft and design techniques
- To develop their **disciplinary knowledge** about how art is studied, discussed and judged by evaluating and analysing creative works using the language of art, craft and design
- To develop their **theoretical knowledge** by learning about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

NOTES:

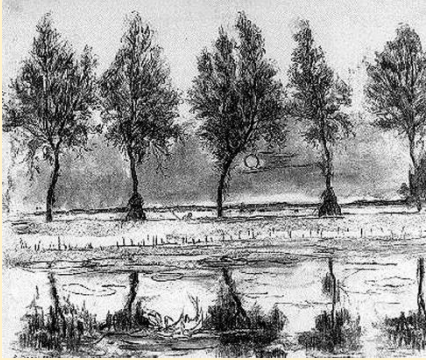


The following objectives will be covered throughout all topics:

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve the mastery of techniques

Key Concept	Overview	EYFS	Key Stage 1	LKS2	UKS2
		Conceptual Question What is art?			
Line	Objectives NC / Milestones	3-4 Draw with increasing complexity and detail, such as representing a	To use a range of materials creatively to design and make products. To use drawing to develop and share their ideas, experiences and imagination.	To annotate sketches to explain and elaborate ideas. To sketch lightly (no need to use a rubber to correct mistakes).	To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). To use lines to represent movement.



	DRAWING	<p>face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>	<p>To develop a wide range of art and design techniques in using line.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To use shading to show light and shadow.</p> <p>To use hatching and cross hatching to show tone and texture.</p> <p>To use different harnesses of pencils to show line, tone and texture.</p> <p>To learn about great artists, architects and designers in history</p>	<p>To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>To use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>To learn about great artists, architects and designers in history</p>
	Milestones	<p>Reception- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>ELG - -Share their creations,</p>	<p>To be able to draw lines of different sizes and thickness.</p> <p>To be able to colour (own work) neatly following the lines.</p> <p>To show pattern and texture by adding dots and lines.</p> <p>To show different tones by using coloured pencils.</p>	<p>To annotate sketches to explain and elaborate ideas.</p> <p>To sketch lightly (no need to use a rubber to correct mistakes).</p> <p>To use shading to show light and shadow.</p> <p>To use hatching and cross hatching to show tone and texture.</p> <p>To use different harnesses of pencils to show line, tone and texture.</p>	<p>To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>To use lines to represent movement.</p> <p>To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>To use a choice of techniques to depict movement, perspective, shadows and reflection.</p>

		<p>explaining the process they have used.</p> <p>-Begin to show accuracy and care when drawing.</p>			
Knowledge	<p>Practical – To know how to mark make /represent ideas, using a range of tools. Including pencils, colouring pencils, crayons, chinks, felt tips, charcoal.</p>	<p>Practical – To explore using paints, pencils, pens, pencil crayons and charcoal to create lines of different sizes and thicknesses.</p> <p>To use stippling, hatching, short lines and scribble to show pattern and texture.</p> <p>To experiment with techniques for showing different tones, eg lifting some colour off with a rubber to create lighter tones.</p>	<p>Practical –</p> <p>To know how and when to annotate sketches to explain and elaborate ideas.</p> <p>To use a range of pencils to sketch lightly.</p> <p>To use pencils etc to create different effects within a piece of art: pencils of different hardnesses, charcoal, blending stubs</p>	<p>Practical –</p> <p>To choose between a range of techniques to demonstrate their mastery of sketching.</p> <p>To use “tools” to create tone and texture – pencils, charcoal, blending stubs</p>	

		<p>Theoretical – Children to observe what they see around them, and apply what they observe to their own artistic endeavours.</p>	<p>Theoretical - Piet Mondrian, Trees on the Gein</p> 	<p>Theoretical - Rhône with boats and a bridge-Vincent Van Gogh 1888</p> 	<p>Theoretical - Howard Brodie, <i>SOLDIERS GOING UP THE MATANAKAU RIVER</i></p> 
		<p>Disciplinary -</p> <ul style="list-style-type: none"> • To review and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their artwork and the processes they have used. 	<p>Disciplinary -</p> <ul style="list-style-type: none"> • To know what art is to them, and to start articulating what art is in discussion with others. • To review and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their artwork and the processes they have used. • To develop their own ideas. • To explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures. 	<p>Disciplinary -</p> <ul style="list-style-type: none"> • To know what art is to them, and to start clearly articulating what art is in discussion with others, with some reference to examples of their own work. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting 	<p>Disciplinary -</p> <ul style="list-style-type: none"> • To know what art is to them, and to start clearly articulating what art is in discussion with others, with reference to their own work and that of others. • Select and record from first hand observation, secondary research using laptops and books, their own primary experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work, giving their

		<ul style="list-style-type: none"> To develop their own ideas. 		<p>points and select ideas to use in their work.</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<p>reasons which demonstrate a building of their understanding from their own observations.</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, making relevant links with artists / artwork they have studied previously.
Vocabulary	<p>Colour Marks Lines Space Texture Smooth Shiny Rough Prickly Flat Patterned Jagged Bumpy Hard Soft</p>	<p>Thick Thin Broad Soft Narrow Fine Pattern Line Shape Detail Mirror image Nature Man-made Comparison Still-life</p>	<p>Frame Composition Line Distance Direction Form Texture Tone Weight Pressure Portrait Personality</p>	<p>Viewpoint Distance Perspective Natural form Vista Panorama Subject Balance Direction Imbalance</p>	

Conceptual Question Is all art equal in value?					
Colour	NC Objectives /Milestones PAINTING	3- 4 Explore colour and colour-mixing Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. ELGs Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To use thick and thin brushes. To mix primary colours to make secondary. To add white to colours to make tints and black. To use colours to make tones. To create colour wheels.	To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. To mix colours effectively. To use watercolour paint to produce washes for backgrounds then add detail. To experiment with creating mood with colour.	To sketch (lightly) before painting to combine line and colour. To create a colour palette based upon colours observed in the natural or built world. To develop a personal style of painting, drawing upon ideas from other artists. To use the qualities of watercolour and acrylic paints to create visually interesting pieces. To combine colours, tones and tints to enhance the mood of a piece. To use brush techniques and the qualities of paint to create texture.
	Knowledge	Practical – To use ready mix poster paints to apply colour to shapes. Use paint to mix primary colours	Practical - To use ready mix poster paints to apply colour to shapes. Use paint to mix primary colours together to make secondary colours.	Practical - Blend primary and secondary colours together to create more subtle, tertiary hues. Paint using watercolours in Y3, developing this in Y4 by applying watercolour paint to	Practical - Using colour to convey mood and meaning. To use colour to convey their chosen emotions/feelings/messages in their own work.




		<p>together to make secondary colours.</p> <p>To experiment with using a variety of tools and surfaces to achieve different effects.</p>	<p>Develop an understanding of colour theory.</p> <p>To explore tone within colour.</p> <p>To experiment with applying paint using a range of paintbrushes and sponges,</p>	<p>show opaque and translucent colour.</p> <p>To apply paint using a range of paintbrushes and sponges, with the intention of creating different effects.</p>	<p>To apply paint in different ways - Dry brushing, sgraffito, stippling, pouring, splattering, dabbing.</p>	
	<p>Theoretical – Teachers to choose paintings which reflect the interests of the children.</p>	<p>Theoretical - The Great Wave – Katsushika Hokusai</p> 	<p>Theoretical - Salvador Dali – The persistence of memory.</p> 		<p>Theoretical -</p> <p>Understand and describe how the use of colour has been used to convey emotions, feelings and messages, and to describe how they have done this within their own work.</p> <p>To discuss how colour has been interpreted by different cultures.</p>	
	<p>Disciplinary –</p> <ul style="list-style-type: none"> To review and explore ideas from first hand observation, experience and imagination. 	<p>Disciplinary -</p> <ul style="list-style-type: none"> To know what art is to them, and to start articulating what art is in discussion with others. To review and explore ideas from first hand observation, experience and imagination. 	<p>Disciplinary -</p> <ul style="list-style-type: none"> To know what art is to them, and to start clearly articulating what art is in discussion with others, with some reference to examples of their own work. 		<p>Disciplinary -</p> <ul style="list-style-type: none"> To know what art is to them, and to start clearly articulating what art is in discussion with others, with reference to their own work and that of others. 	


		<ul style="list-style-type: none"> • Ask and answer questions about the starting points for their artwork and the processes they have used. • To develop their own ideas. 	<ul style="list-style-type: none"> • Ask and answer questions about the starting points for their artwork and the processes they have used. • To develop their own ideas. • To explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> • Select and record from first hand observation, secondary research using laptops and books, their own primary experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work, giving their reasons which demonstrate a building of their understanding from their own observations. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, making relevant links with artists / artwork they have studied previously. 		
Vocabulary	Light Dark Thin Thick Bright Vivid Dull	Light Dark Thin Thick Warm Cold Tone		Scenery Representational Imagery Idealised Transparent Opaque Horizon	Dry brushing Sgraffito Stippling Pouring Splattering Dabbing Composition		

		Dark	Shade Primary colour Secondary colour Background Foreground Middleground	Modern Abstract	Arrangement Complimentary		
		Conceptual Question Do artists build on or subvert the work of previous artists?					

<p>Texture</p>	<p>NC Objective s/ Milestones</p> <p>COLLAGE</p>	<p>3-4 Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p> <p>R: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas,</p>	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<p>To select and arrange materials for a striking effect.</p> <p>To ensure work is precise.</p> <p>To use coiling, overlapping, tessellation, mosaic and montage techniques.</p>	<p>To mix textures (rough and smooth, plain and patterned).</p> <p>To combine visual and tactile qualities.</p> <p>To use ceramic mosaic materials and techniques.</p>
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		<p>resources and skills.</p> <p>ELG:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			
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<p>Knowledge</p>	<p>Practical- Children to use a variety of tools and techniques, eg glue and sellotape.</p> <p>Children to be taught how they can look back at previous work to see what they would like to improve, and how they might like to improve it.</p> <p>Children to develop teamwork skills in making a collaborative piece of art for a celebration.</p> <p>Theoretical- Pablo Picasso</p>	<p>Practical- To choose from a range of synthetic and natural materials those which can be cut, torn and glued in different ways, with the intention of creating specific scenes or effects .</p> <p>Theoretical- Andy Burgess – Paper city</p>  <p>Disciplinary-</p> <ul style="list-style-type: none"> • To know what art is to them, and to start articulating what art is in discussion with others. • To review and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their artwork and the processes they have used. 	<p>Practical- Theoretical-</p>  <p>Disciplinary -</p> <ul style="list-style-type: none"> • To know what art is to them, and to start clearly articulating what art is in discussion with others, with some reference to examples of their own work. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<p>Practical- Theoretical- Expectation by Gustav Klimt</p>  <p>Disciplinary -</p> <ul style="list-style-type: none"> • To know what art is to them, and to start clearly articulating what art is in discussion with others, with reference to their own work and that of others. • Select and record from first hand observation, secondary research using laptops and books, their own primary experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work, giving their reasons which demonstrate a building of their understanding from their own observations.
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		 <p data-bbox="461 427 692 454"> <small> The image is a collage artwork. It features a white sailboat on a black base, with a blue vertical strip and a brown vertical strip, set against a textured brown background. </small> </p> <p data-bbox="461 464 616 491">Disciplinary-</p> <ul data-bbox="461 499 692 1249" style="list-style-type: none"> • To review and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their artwork and the processes they have used. • To develop their own ideas. 	<ul data-bbox="712 124 1061 464" style="list-style-type: none"> • To develop their own ideas. • To explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures. 		<ul data-bbox="1592 124 1966 405" style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, making relevant links with artists / artwork they have studied previously.
	Vocabulary	Squash Twist Fold	Pinch Outline Cut	Effect Design Impact	Positive shape Negative shape Organic shape

		Stick Join	Shape Material		Geometric shape
Form	Conceptual Question How does design affect human environments?				
	NC Objective s/ Mileston es SCULPTUR E	3-4: Explore different materials freely, in order to develop their ideas about how to use them and what to make. R: Create collaboratively sharing ideas, resources and skills. ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To use a combination of shapes. To include lines and texture. To use clay as materials To use techniques such as rolling, cutting, moulding and carving.	To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) To add materials to provide interesting detail. To use clay and other mouldable materials. To include texture that conveys feelings, expression or movement.	To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. To use tools to carve and add shapes, texture and pattern. To combine visual and tactile qualities. To use frameworks (such as wire or moulds) to provide stability and form

Knowledge

Practical-
Children to use a variety of tools and techniques, eg junk modelling, playdough, clay.

Children to be taught how they can look back at previous work to see what they would like to improve, and how they might like to improve it.

Children to develop teamwork skills in making a collaborative sculpture. This could include transient sculptures made in provision.

Theoretical-
Jeff Koons
“Balloon Dog”



Practical-
Theoretical-
Anish Kapoor “Cloud Gate”, Chicago



Disciplinary-

- To know what art is to them, and to start articulating what art is in discussion with others.
- To review and explore ideas from first hand observation, experience and imagination.
- Ask and answer questions about the starting points for their artwork and the processes they have used.
- To develop their own ideas.
- To explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures.

Practical-
To experiment with a variety of regular and irregular 2d and 3d shapes to create recognisable forms.

To add a materials to enhance and add interesting detail, choosing and using the most appropriate way of attaching their chosen material.

To mould, shape and decorate clay (finger pots, coil pots with lids).

To experiment with different ways of including texture so that it conveys feelings, expression or movement (eg short, brief marks compared to broader, more sweeping marks).

Theoretical-



Disciplinary -

- To know what art is to them, and to start clearly

Practical-
To manipulate their given media to represent and show life-like qualities and proportions, and to experiment with how it can be used to provoke different interpretations.
To use a range of clay carving tools to add detail.

To include tactile elements to their work, so they can “feel” as well as see the impact that they are trying to achieve.

To choose and use appropriate frameworks to support the sculpture.

Theoretical-






Disciplinary -

- To know what art is to them, and to start

		<p>Disciplinary-</p> <ul style="list-style-type: none"> • To review and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their artwork and the processes they have used. • To develop their own ideas. 		<p>articulating what art is in discussion with others, with some reference to examples of their own work.</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<p>clearly articulating what art is in discussion with others, with reference to their own work and that of others.</p> <ul style="list-style-type: none"> • Select and record from first hand observation, secondary research using laptops and books, their own primary experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work, giving their reasons which demonstrate a building of their understanding from their own observations. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, making relevant links with artists / artwork they
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					have studied previously.
	Vocabulary	Build Create Design	Carving Moulding Joining Chiselling Hammering	Free standing Mobile sculpture Moulding Joining Chiselling Hammering	Relief sculpture Bust Monument Effigy Minimalism Land art Installation art
Shape	Conceptual Question What is the purpose of art?				
	NC Objectives/ Milestones PRINT	3-4: Explore different materials freely, in order to develop their ideas about how to use them and what to make. R: Create collaboratively sharing ideas, resources and skills. ELG: Safely use and explore a variety of materials, tools and techniques,	Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.	To develop their mastery of art and design techniques, including print. Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.	Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.

		experimenting with colour, design, texture, form and function.			
Knowledge	<p>Practical To print using simple objects found in their environment, using one or two colours.</p> <p>Theoretical Children to refer to their own artworks, so that they start to see themselves as artists in their own right.</p> <p>Disciplinary-</p> <ul style="list-style-type: none"> To review and explore ideas from first hand observation, experience and imagination. 	<p>Practical- To overlap shapes to create an image, and to repeat shapes.</p> <p>To take inspiration from their environment (natural or man-made)</p> <p>To print using a range of vegetables / sponge shapes.</p> <p>Theoretical-</p>  <p>Disciplinary-</p> <ul style="list-style-type: none"> To know what art is to them, and to start articulating what art is in discussion with others. To review and explore ideas from first hand observation, experience and imagination. 	<p>Practical- To choose appropriate tools to layer one colour on top of another.</p> <p>To observe and then replicate patterns.</p> <p>To make printing blocks from either polystyrene tiles or by attaching coiled string to a block.</p> <p>To repeat patterns in a precise manner.</p> <p>Theoretical-</p>  <p>Disciplinary -</p> <ul style="list-style-type: none"> To know what art is to them, and to start clearly 	<p>Practical- To start off with light pressure, which is gradually increased as the colour is applied.</p> <p>To choose and use appropriate tools for etching the design onto the chosen medium.</p> <p>Theoretical-</p>  <p>Disciplinary -</p> <ul style="list-style-type: none"> To know what art is to them, and to start clearly articulating 	

		<ul style="list-style-type: none"> • Ask and answer questions about the starting points for their artwork and the processes they have used. • To develop their own ideas. 	<ul style="list-style-type: none"> • Ask and answer questions about the starting points for their artwork and the processes they have used. • To develop their own ideas. • To explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures. 	<p>articulating what art is in discussion with others, with some reference to examples of their own work.</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<p>what art is in discussion with others, with reference to their own work and that of others.</p> <ul style="list-style-type: none"> • Select and record from first hand observation, secondary research using laptops and books, their own primary experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work, giving their reasons which demonstrate a building of their understanding from their own observations. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, making relevant links with artists / artwork they
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					have studied previously.
	Vocabulary	Printing Stamping Create Colour mix	Block Press Etch Monoprint Printing press Stencil	Etch Engrave Gouge Relief print Relief	Intaglio Registration Linoleoum print Proofs
Texture	Conceptual Question Does our artwork tell people about ourselves?				
	NC Objectives / Milestones TEXTILES	3-4: Explore different materials freely, in order to develop their ideas about how to use them and what to make. R: Create collaboratively sharing ideas, resources and skills. ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour,	To use weaving to create a pattern. To join materials using glue and/or a stitch. To use plaiting. To use dip dye techniques	Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.	

		design, texture, form and function.		
Knowledge	<p>Practical To explore creating artwork using a range of materials and fabrics, including joining fabrics in different ways.</p> <p>Theoretical Children to refer to their own artworks, so that they start to see</p>	<p>Practical- To weave using a simple frame.</p> <p>To join materials using both glue and a simple running stitch.</p> <p>To plait three strands together.</p> <p>To add colour by dip-dyeing.</p>	<p>Practical- To use running stitch, cross stitch, backstitch and overcast stitches as appropriate to the task;</p> <p>To colour fabric using child-safe dyes;</p> <p>To create weavings;</p> <p>To know how to quilt fabric, gather fabric and how to pad fabric using an additional material.</p>	

themselves as artists in their own right.

Disciplinary-

- To review and explore ideas from first hand observation, experience and imagination.
- Ask and answer questions about the starting points for their artwork and the processes they have used.
- To develop their own ideas.

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Theoretical-



To create a class project of Emily Darling by weaving and joining different materials.

Disciplinary-

- To know what art is to them, and to start articulating what art is in discussion with others.
- To review and explore ideas from first hand observation, experience and imagination.
- Ask and answer questions about the starting points for their artwork and the processes they have used.
- To develop their own ideas.
- To explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures.

**Theoretical-
Kayla Mattes**



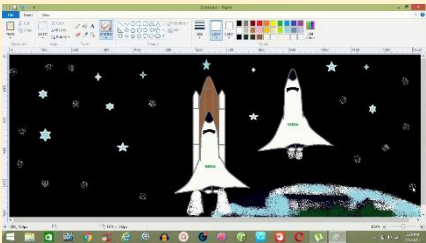
**Disciplinary –
Y3/4
Disciplinary -**

- To know what art is to them, and to start clearly articulating what art is in discussion with others, with some reference to examples of their own work.
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Y5/6

- To know what art is to them, and to start clearly articulating what art is in discussion with others, with reference to their own work and that of others.
- Select and record from first hand observation, secondary research using laptops and books, their own primary experience and imagination, and explore ideas for different purposes.

				<ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work, giving their reasons which demonstrate a building of their understanding from their own observations. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, making relevant links with artists / artwork they have studied previously. 	
	Vocabulary	Fabric Material Cotton Wool Stitch Join	Textile Stitch Strand Weave	Canvas Colourfast Dye Spin Swatch Weave	Selvedge Warp Weft Polyester
Form	Conceptual Question How has art changed through time?				
	Objectives NC Milestones DIGITAL MEDIA	3-4: Explore different materials freely, in order to develop their ideas about how to use them and what to make. R: Create collaboratively sharing ideas, resources and skills. ELG:	Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Year 3/4 Create images, video and sound recordings and explain why they were created. Year 5/6 Enhance digital media by editing (including sound, video, animation, still images and installations).	

		<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>		
	<p>Knowledge</p>	<p>Practical To explore creating artwork using a range of materials and fabrics, including joining fabrics in different ways.</p> <p>Theoretical Children to refer to their own artworks, so that they start to see themselves as artists in their own right.</p> <p>Disciplinary-</p> <ul style="list-style-type: none"> To review and explore ideas from first 	<p>Practical- To use a range of tools on Pixilart to create their own artwork.</p> <p>Theoretical-</p>  <p>Disciplinary-</p> <ul style="list-style-type: none"> To know what art is to them, and to start articulating what art is in discussion with others. To review and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their artwork and the processes they have used. 	<p>Practical- To use the tools available on Pixilart to create their own digital artwork.</p> <p>Theoretical-</p> <p>Stop motion roman battle</p> <p>Disciplinary -</p> <ul style="list-style-type: none"> To know what art is to them, and to start clearly articulating what art is in discussion with others, with reference to their own work and that of others. Select and record from first hand observation, secondary research using laptops and books, their own primary experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work, giving their reasons which demonstrate a building of their understanding from their own observations. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, making relevant links with artists / artwork they have studied previously.

		<p>hand observation, experience and imagination.</p> <ul style="list-style-type: none"> • Ask and answer questions about the starting points for their artwork and the processes they have used. • To develop their own ideas. 	<ul style="list-style-type: none"> • To develop their own ideas. • To explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures. 		
	Vocabulary		<p>Border Boundary Calligraphy Curve Straight Geometric shapes Download Font</p>	<p>Abstraction Algorithm Intensity Logo Selection tools Template</p>	<p>Allegory Analogous colours Anamorphic Graphic art Iconography Implied shape Invert</p>