

Art and Design Knowledge and Skills Progression

Relevant statements from EYFS Framework matching the programme of study for art and design

	NURSERY	RECEPTION	EARLY LEARNING GOALS
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. 	<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. 	<p>Fine motor skills</p> <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	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas • and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p>Creating with materials</p> <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.

National Curriculum KS1 and KS2				
KS1	Using materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
The children will be taught to:	Use a range of materials creatively to design and make products.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Know 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.
KS2	Using Sketchbooks	Drawing, painting and sculpture		Study of Great Artists
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Create sketch books to record their observations and use them to review and revisit ideas.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).		Pupils should be taught about great artists, architects and designers in history.

SCHOOL OVERVIEW

	Autumn	Spring	Summer
Year 1	Drawing Portraits (Focus artist - Picasso)	Painting (Focus artist - Hunterwasser/ houses)	Collage and observational drawing Plant/fruit/animals (Market Day)
Year 2	Sculpture London landmarks (clay)	Textiles Dying fabric- Batik	Printing (Nature and block prints) (focus artist - Henri Rousseau)
Year 3	Drawing (Pre-historic animals)	Painting (Focus artist – Gainsborough)	Collage Focus artists - Amanda Pearce, (Kaffe Fasset, Persian and Kashmir rugs)
Year 4	Printing	Textiles	Sculpture

	Japanese printing (Japanese artist – Hokusai)	<i>Embroidery – simple stitches-</i> <i>Greek motif</i>	Animals – wire and clay Writing Through Art Project
Year 5	Collage Starry night (Focus artist– van Gogh)	Sculpture Metal wire sculptures (Focus artists – Giacometti, Calder)	Painting Watercolours pointillism Focus artists Paul Signac and Georges Seurat
Year 6	Drawing/Textiles Drawing (focus artist -Lowry) Textiles – appliqué cushions (both DandT and Art)	Printing (lino) (Focus artist- Frida Kahlo and other South American artists))	

YEAR 1					
KS1 Art End Points (NC):	Term	Autumn	Spring	Summer	
	Can use a range of materials creatively to design and make products.	Topic	Drawing – Self portraits focus artist - Picasso	Painting – Focus artist Hunterwasser	Collage - animals Focus artist – Henri Matisse Snail Observational drawings -fruit and plants Maria Merian
	Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.	Key Knowledge	<ul style="list-style-type: none"> Pablo Ruiz Picasso was a Spanish painter, sculptor, printmaker, ceramicist and theatre designer who spent most of his adult life in France. Regarded as one of the most influential artists of the 20th century, he is known for co-founding the Cubist movement, the invention of constructed sculpture, the co-invention of collage, and for the wide variety of styles that he helped develop and explore Known as one of the most prolific painters of Modern Art, Pablo Picasso was undoubtedly a man of many talents. He experimented with and excelled in many mediums, from painting and drawing to sculpting and collaging. In addition to different art forms and unique materials, however, Picasso also worked in a spectacular array of styles. This constantly changing aesthetic approach is evident in his series of self-portraits, which he painted from the age of 15 until 90. Different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks. Observational drawings require careful observation of the subject to create a realistic representation. Drawings can be used to develop initial ideas. Shapes can be represented through drawing. Marks, lines and patterns can be added to drawings for effect Drawing techniques and styles can represent thoughts, as well as feelings. 	<ul style="list-style-type: none"> Friedrich Stowasser, better known by his pseudonym Friedensreich Regentag Dunkelbunt Hundertwasser, was an Austrian visual artist and architect who also worked in the field of environmental protection. Different artists and artistic styles can represent the same subject matter in different ways (focus on London skyline and variance in style, technique and moos). Different artists use different media. Art can be observational or created from imagination and memory. It can also use/be inspired by first-hand experiences A piece of art can evolve and source material, gathered using different media, can be referred back to. Using a wide range of marks, with varied angle, speed, pressure and sharpness can effectively show tone, shape, pattern and texture in a pencil drawing/sketch. When considering perspective, smaller images in a painting can give the illusion of distance and larger objects can appear closer. 	<ul style="list-style-type: none"> Henri Émile Benoît Matisse (31 December 1869 – 3 November 1954) was a French artist, known for both his use of colour and his fluid and original draughtsmanship. He was a draughtsman, printmaker, and sculptor, but is known primarily as a painter. As he got older he began to work with brightly coloured paper and would “paint with scissors” to cut out shapes, animals leaves and flowers and then arrange them. A collage involves finding, collecting arranging and sticking materials . Manipulating materials e.g. cutting, folding and curling can create different effects. Different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks. Observational drawings require careful observation of the subject to create a realistic representation.

<p>Key Skills</p>	<ul style="list-style-type: none"> ● Understand the significance of an artist and form opinions of their work. ● Develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects ● Investigate and develop practical skills and working on different scales ● Explore and increase understanding of the different functions of drawing ● Draw from memory, imagination and first-hand experience, experimenting with different approaches in a sketchbook ● Use drawing as a starting point and to generate ideas that may or may not be taken forward in other media 	<ul style="list-style-type: none"> ● Mix and choose colours for effect ● Use visible brush strokes and dabs of paint in own work ● Recognise and name primary and secondary colours <ul style="list-style-type: none"> ● Mix primary colours to make secondary colours ● Share colour charts to compare variations of the same colour ● Create and experiment with shades of colour and name some of these ● Recognise warm and cold colours ● Create washes to form backgrounds ● Explore the relationship between mood and colour 	<ul style="list-style-type: none"> ● Develop collages, based on a simple drawing ● Use tearing and cutting of paper and other materials ● Use the space on a page effectively and consider the shapes of the objects as part of an overall composition. ● Use the work of a famous artist to inform their own still life and be able to compare similarities and differences with a famous painting and their own work. ● Observe carefully when drawing. ● Exercise control over a variety of drawing tools and media. ● Explore a range of marks that can be made when drawing and the effects of these. ● Consider scale (comparative size of objects in a still life) when drawing.
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YEAR 2

KS1 Art End Points (NC):	Term	Autumn	Spring	Summer
<p>Can use a range of materials creatively to design and make products.</p> <p>Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.</p>	<p>Topic</p>	<p>Sculpture London Landmarks– Modelling Techniques and Aesthetics</p>	<p>Textiles Dying fabric - Batik</p>	<p>Printing (Nature and block prints) (focus artists- Henri Rousseau and Bridget Riley)</p>
	<p>Key Knowledge</p>	<ul style="list-style-type: none"> ● A sculpture is a 2D or 3D form and can be carved from wood or stone or constructed using other materials. ● Sculptures can be made from natural or man-made materials. ● Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary. ● That a skyline is an outline of land and buildings defined against the sky. ● A free-standing structure needs a solid or flat base in order to be able to stand. Materials can be joined in a variety of ways e.g. glue, masking tape. ● Drawing leads to a range of careers and engineering, designing and architecture require the use of representations of buildings . 	<ul style="list-style-type: none"> ● Batik is a technique used for dyeing clothes and creating interesting designs. ● It is a type of wax resist dyeing and is used in countries all over the world. ● The wax will resist the dye, wherever there is wax on the fabric, the dye will not sink into the fabric. The fabric will stay the same colour, even after we dye it. ● Dyes can be made using things from nature ● Many cultures around the world use this type of dyeing. ● Art and design can be influenced by and representative of different cultures and eras 	<ul style="list-style-type: none"> ● Bridget Louise Riley CH CBE is an English painter known for her singular op art paintings. She lives and works in London, Cornwall and the Vaucluse in France. ● Tiger in a Tropical Storm or Surprised! is an 1891 oil-on-canvas painting by Henri Rousseau. It was the first of the jungle paintings for which the artist is chiefly known. It shows a tiger, illuminated by a flash of lightning, preparing to pounce on its prey in the midst of a raging gale. ● A variety of materials can be used to create printing art and develop their use of these, experimenting with monoprints between two layers of paper. ● Different types of paper have <ul style="list-style-type: none"> ● different properties that will vary the effect of the paint (*plan and predict the effect of being pressed on the outcome) ● Specific primary colours can be mixed to achieve specific secondary and tertiary colours.

			<ul style="list-style-type: none"> ● Varying tones can be created with the use of colour.
Key Skills	<ul style="list-style-type: none"> ● Use clay to create sculptures ● Create textured pictorial designs using tools. ● Use scoring and slip to join clay parts together when creating their sculpture. ● Use a range of techniques to create patterns in clay e.g. scraping, scoring etc. ● Make observational drawings and sketches of the London Skyline ● Discuss and evaluate and compare different artists' representations of skyline and refer these to their own work. 	<ul style="list-style-type: none"> ● Draw own design on paper ● Use wax to draw design onto fabric ● Dye fabrics using tea, red cabbage, beetroot, onion, spinach 	<ul style="list-style-type: none"> ● Form and share responses to the work of Riley and Rosseau, using this as a stimulus for their own ideas and imagination. ● Experiment with colour mixing and use understanding of the colour system, for effect in their own paintings. <ul style="list-style-type: none"> ● Evaluate own and others' work against criteria informed by the work of an established artist. ● Compare different styles of printing and use these to inform own work, explaining choices. ● Create detailed images from a stimulus, using close observation ● Choose colours and use understanding of symmetry and correspondence, as well as consideration of the properties of the materials being used, to create a full image using the transfer of a painted image.

YEAR 3

KS2 Art Curriculum End Points (NC)	Term	Autumn	Spring	Summer
	Topic	Drawing	Painting	Collage
		Prehistoric animals	Focus artist – Gainsborough	Focus artists - Amanda Pearce, (Kaffe Fasset, Persian and Kashmir rugs)
<p>Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p>	Key Knowledge	<ul style="list-style-type: none"> Learn about the history of cave art How was this used to communicate The historical and cultural significance of this prehistoric art How did cave men create colour? Charcoal can be used to sketch, as well as different types of pencil, and varying the type of paper can also change the outcome (some types of paper are more appropriate to a specific medium than others). 	<ul style="list-style-type: none"> Gainsborough's 'Mr and Mrs Andrews' is an oil on canvas portrait of about 1750 by Thomas Gainsborough. Today it is one of his most famous works, but it remained in the family of the sitters until 1960 and was very little known before it appeared in an exhibition in Ipswich in 1927, after which it was regularly requested for other exhibitions in Britain and abroad, and praised by critics for its charm and freshness. The work is an unusual combination of two common types of painting of the period: a double portrait, here of a recently married couple, Robert and Frances Andrews, as well as a landscape view of the English countryside. Looking at the colours found in nature, taking inspiration from the artist to create Focusing on small sections of the painting. Looking in detail at the texture and brush strokes. A vanishing point can be used to give the impression of depth in a picture. A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. sketching pencils, watercolours. 	<ul style="list-style-type: none"> Collages are artworks created by carefully selected smaller images. A montage is a singular image created through the combination of smaller images (including photographs) To know that varying the colour of the same piece of art can create a contrasting mood and alter the viewer's perception.
	Key Skills	<ul style="list-style-type: none"> Develop use of a wide range of marks with varied angle, speed, pressure and sharpness to show line, tone, shape, pattern and texture. Produce and develop observational drawings and drawings from imagination, informed by historical sources, using sketchbooks Creating colours from nature (plants etc) 	<ul style="list-style-type: none"> Understand how to use water colours to create effects Mix primary colours to create both secondary and tertiary colours on a colour wheel. Practice and refine images, for inclusion in Gainsborough -inspired painting over time through use of sketchbooks. Demonstrate understanding of the use of complementary colours and how brush strokes can be used for effect in painting. Experiment with painting to convey a sense of mood. Paint in the style of Gainsborough, making and explaining informed choices on their use of chosen media. 	<ul style="list-style-type: none"> Experiment with the use of different media to gather and research samples from which to inform own sketches. Experiment with use of circles and semi-circles to create recognisable pictures Explore use of folding, cutting, twisting and curling paper Explore the use of found and recycled materials Start by using "dry assemble" technique to facilitate alterations before fixing final picture. Explore use of folding paper into strips to create a repeating pattern (Kaffe Fasset, Persian and Kashmir rugs) Use a wide variety of drawing tools and media, selecting and combining them to explore visual elements, including line, texture, tone, texture and pattern.

YEAR 4

<p>KS2 Art Curriculum End Points (NC)</p> <p>Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p>	Term	Autumn	Spring	Summer
	Topic	Printing Japanese printing - Hokusai	Textiles Embroidery – Greek motif	Sculpture Wire and clay animals Writing through art
	Key Knowledge	<ul style="list-style-type: none"> Katsushika Hokusai, known simply as Hokusai, was a Japanese artist, ukiyo-e painter and printmaker of the Edo period. Hokusai is best known for the woodblock print series Thirty-Six Views of Mount Fuji which includes the internationally iconic print The Great Wave off Kanagawa Understand the terms and techniques associated with compositional understanding and application. Colour theory is practical guidance to colour mixing and the effects of a specific colour combination and that this can be applied to creating artwork to create a specific effect. A printed pattern is created with a wood block or shape that is repeated. A painted pattern is created by hand. 	<ul style="list-style-type: none"> Patterns can be created using lines and shapes. A pattern can be repeated, rotated or reversed. A meander or meandros (Greek: Μαίανδρος) is a decorative border constructed from a continuous line, shaped into a repeated motif. Such a design is also called the Greek fret or Greek key design, although these are modern designations. They were among the most important symbols in ancient Greece; and perhaps symbolized infinity and unity; many ancient Greek temples incorporated the sign of the meander. Meanders are common decorative elements in Greek and Roman art. In ancient Greece they appear in many architectural friezes, and in bands on the pottery of ancient Greece from the Geometric Period onwards. The design is common to the present-day in classicizing architecture. 	<ul style="list-style-type: none"> Water makes clay softer and easier to mould, but that too much can make it unworkable. Clay can crack when it dries if it is too thin. Clay is natural material and has been used to produce items such as pots and ornaments because of its malleable nature Materials can be man-made or natural and have different associated qualities* Wire can be used to provide support (skeletons) for clay sculptures The choice of a material affects what the product will look like and its use A sculpture is usually a 3D art form.
	Key Skills	<ul style="list-style-type: none"> Investigate and explore mark making with paint, using a wider range of tools, consistencies and surfaces. Use sketchbooks to develop composition as well as form. Further develop mixing and matching colour skills, using the double primary system. Experiment freely with different approaches to using and applying paint, working from first hand experiences, memory and imagination. Work at different scales for different purposes and articulate ideas and feelings expressed in art. Develop language to describe the printing process and use to describe their own and others' work. 	<ul style="list-style-type: none"> Sketch initial ideas to include traditional motifs and patterns. Use observational skills to identify repeating patterns Evaluate the properties of various papers, fabrics and threads, with a view to matching them to specific tasks. Sketch forms and develop an original design, informed by a range of images. Use 3 different types of stitch – cross, running and back 	<ul style="list-style-type: none"> Experiment with clay to emphasise aspects of the design and produced a stylised representation. Refine the features of the sculpture using improved mastery of manipulating and shaping wire, and modelling with clay and techniques to create form Develop and show understanding of representing symmetry in a 3D form considering the purpose and style of design. Review own and others designs in the context of a prototype considering the purpose and desired effect.

YEAR 5

<p>KS2 Art Curriculum End Points (NC)</p> <p>Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation</p>	Term	Autumn	Spring	Summer
	Topic	Collage – Starry Night Van Gogh	Sculpture Focus artists – Giacometti, Calder	Painting -water colour pointillism Focus artists Paul Signac and Georges Seurat

and an increasing awareness of different kinds of art, craft and design.

Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.

Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

Demonstrates knowledge of great artists, architects and designers in history.

Key Knowledge

- Van Gogh was a Dutch artist who painted portraits and landscapes.
- He used watercolours and oil paint and is famous for using bright colours and brushstrokes in his work.
- Van Gogh's brother suggested that he become an artist. He went to art school in Brussels and started to learn about drawing.
- Impressionism is a style of painting that uses dabs of paint and colour with visible brush strokes.
- Van Gogh became interested in impressionism when he moved to Paris.
- Van Gogh used bright colours and symbols to show emotions and feelings in his artwork; his style of painting is called 'postimpressionism'.
- Van Gogh's famous paintings included 'The Potato Eaters' (1885), Sunflowers (1885) and 'Starry Night' 1889.
- Van Gogh was very interested in the night-time, he used paint to create a swirling effect and yellow paint to make to look as though the moon and stars were glowing.

- Alberto Giacometti (10 October 1901 – 11 January 1966) was a Swiss sculptor, painter, draftsman and printmaker. Beginning in 1922, he lived and worked mainly in Paris but regularly visited his hometown Borgonovo to see his family and work on his art. Giacometti was one of the most important sculptors of the 20th century. His work was particularly influenced by artistic styles such as Cubism and Surrealism.
- Alexander Calder was an American sculptor known both for his innovative mobiles that embrace chance in their aesthetic, and static "stabiles" monumental public sculptures. He didn't limit his art to sculptures; he also created paintings, jewellery, theatre sets and costumes.
- A range of images and examples can be used to inform a new design, which can develop and be refined over time.
- Carving from the clay, rather than sticking on to it, can achieve a stronger model, although slip can be used to join surfaces.*
- Thinner pieces of clay are more susceptible to damage when the clay dries.
- Gain knowledge and awareness of human body proportions and use this to develop accurate representation of the body through sketchbook drawings.
- Know which materials, suit different parts of the artistic process, from the development of initial ideas to the realisation of a 3D body sculpture.
- Know and select materials according to how appropriate they are for specific purposes within the overall process (including clay for modelling and specific pencils to create shadows and faint outlines)
- Know where shadows fall on a 3D form and use this to develop own techniques for representing 3D forms with 2D sketches and drawings.

- Pointillism is a technique of painting in which small, distinct dots of colour are applied in patterns to form an image. Georges Seurat and Paul Signac developed the technique in 1886, branching from Impressionism
- Understand what complementary colour ranges are and how they impact art when used by artists in their work.
- Understand the difference between a spectrum colour wheel and complementary colour wheel.
- Practise and refine -inspired painting over time through use of sketch books.

Key Skills

- Develop individual and group collages, working on a range of scales
- Use a range of stimulus for collage work, trying to think of more abstract ways of showing views
- Develop artistic techniques and combining forms, such as collage and painting to express and refine own ideas and responses to a piece of art/a given or chosen subject
- Investigate a range of textures
- Develop tearing, cutting and layering paper to create different effects

- Use an image to sketch the human form in different, still positions considering body proportions.
- Explore and use different materials and ways of working with them as part of the progression from initial ideas to a 3D body sculpture.
- Experiment more widely with clay (manipulating, rolling, cutting, shaping and measuring)
- Develop an understanding of the differences between 2D and 3D art forms and reflect on their relevance.
- Express views on existing sculptures and justifying views, understanding the importance and significance of a sculpture's setting
- Use questions to interpret art: sculpture and surrounding environment - how does it fit in/stand out? where is it located? Why there? what message does it convey?

- Use drawing and painting to convey a specific feeling
- Explore different tools and surfaces and selecting appropriately, experimenting with paint application, colour and scale.
- Use increased awareness and understanding of painting methods and styles to refine own ideas.
- To create a final piece of work inspired by Paul Signac

YEAR 6

KS2 Art Curriculum End Points (NC)	Term	Autumn	Spring	
<p>Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Topic</p>	<p align="center">Drawing Drawing (focus artist -Lowry) Textiles – appliqué cushions (textiles both D&T and Art)</p>	<p align="center">Printing(lino) Focus artist- Frida Kahlo and other south American artists</p>	
<p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p>	<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Laurence Stephen Lowry RBA RA was an English artist. His drawings and paintings depict Pendlebury, Lancashire, where he lived and worked for more than 40 years, Salford and its vicinity. Lowry is famous for painting scenes of life in the industrial districts of North West England in the mid-20th century. • Explore different techniques to sketch a body in motion • Use sketch books to record different athletic postures in motion • Explore different ways of sketching the human form during movement to develop mastery of drawing techniques • Children will know that as part of rationing after WW2 people were encouraged to reuse fabric as part of the governments <i>Make do and Mend</i> project. 	<ul style="list-style-type: none"> • The use and portrayal of shade and colour can impact on the mood and expression conveyed by a piece of art. • Art can be autobiographical and be influenced by an artist's own experiences (relate, compare and comment on drawings from different contexts and cultures, for example, the influence of Kahlo's heritage on her work). • Artists use different methods and approaches to convey their ideas and sense of self (e.g. Frida Kahlo and Van Gogh) Specific art pencils are more suitable to achieve a chosen affect. • Be aware of and able to compare and comment on drawings from different contexts and cultures. E.g. Kahlo's Mexican heritage influencing use of flowers and clothing in her self-portrait sketches. • Use knowledge of proportion and scale in the context of portraiture. • Know how to develop initial ideas through sketches and how to portray themselves, using command of different materials, to express aspects of own identity, making connections between own explorations and the materials used. • Art can be a means to express personal views and develop knowledge of the use of shade and colour in the context of personal expression. 	

<p>Key Skills</p>	<ul style="list-style-type: none"> • Use a wide variety of drawing tools and media, selecting and combining them to explore the visual elements (line, tone, texture, pattern and so on). • Demonstrate greater awareness of the qualities of materials • Develop practical skills, including working on different scales • Develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects. • Developing ideas from own drawings using different media. Experiment with different approaches when sketching to improve skills - including using different tools to sketch, e.g. different pencils. <ul style="list-style-type: none"> • The children will make applique designs appropriate for the recipient and will be taught running, back, zigzag and blanket stitch in order to attach them. 	<ul style="list-style-type: none"> • Create exploratory work, trying out different approaches and developing an extended repertoire of ideas from different starting points • Explore different tools and surfaces and select appropriately, experimenting with paint application, colour and scale • Consolidate and develop further skills in colour mixing – reproducing colours in natural and made objects to express moods and emotions, emphasising certain colours and replacing others in a reproduction of an image to convey a specific mood. • Review the effectiveness of their own work, adapting it and articulating their reasons with appropriate vocabulary • Make connections between the materials and processes used by artists and those explored by themselves, expressing personal preferences* • Comment on similarities and differences in the styles adopted by known artists from different cultures and which span different eras. 	
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