

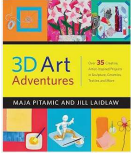

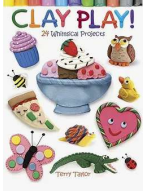
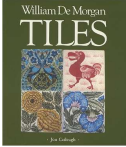


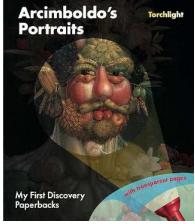
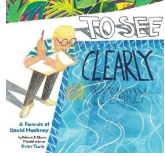

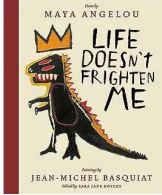
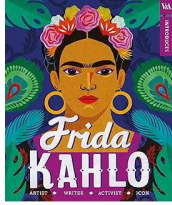
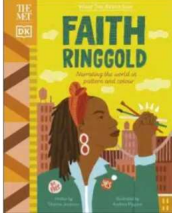

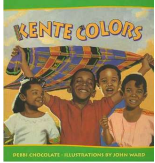
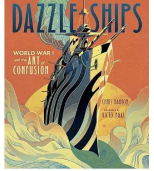



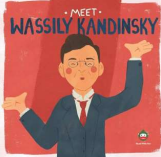
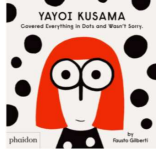
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Line</p> 	Substantive Knowledge						
	<p>I can name different mark-making tools I know what a sketchbook is for</p>	<p>I know that a sketchbook is used for experimentation and exploration I know what different mark making tools are used for</p>	<p>I know that we can hold drawing tools in a variety of ways, experimenting with pressure, grip and speed I know sketchbooks are places for personal experimentation</p>	<p>I know that sketchbooks are unique to each person I know that different mark-making tools create different effects I know that we can use line to represent texture</p>	<p>I know that artists use sketchbooks for different purposes I know that artists select different tools depending on the line required</p>	<p>I know that artists explore different stimuli to inform observational drawing</p>	
	Disciplinary Knowledge						
	<p>Represent objects and people using a range of tools that support the physical development or gross and fine motor skills Mark making using a range of non-traditional tools Explore lines made by a drawing tool by moving fingers, wrist, shoulder and elbow</p>	<p>Use a range of tools (e.g. pencils, rubbers, crayons, pastels and pens) to complete observational and imaginative drawings Develop mark making and line drawings such as zigzags, spirals, wavy lines, dots and loops Explore life drawing using the relative position of one feature to another Work at scale to accommodate exploration</p>	<p>Use a range of tools (e.g. pen, pencil or charcoal) to complete contour and blind contour drawings Use hatching, contour hatching and cross hatching to sketch Progress life drawing, demonstrating scale and proportion, beginning with 2D shapes</p>	<p>Select appropriate tools to complete contour and blind contour drawings Use hatching, contour hatching, cross hatching, random hatching, stippling and ink wash Draw using an understanding of scale and proportion Use the grid method for scale and proportion</p>	<p>Create a detailed observational drawing Explore close up drawing using a viewfinder Draw body shapes, demonstrating command of scale and proportion Develop life drawing to portray movement Use basic 2D shapes then incorporate movement lines</p>	<p>Create a detailed observational drawing using an appropriate method Create a detailed observational drawing demonstrating scale and proportion</p>	<p>Use line knowledge to produce detailed drawings Display a wide range of sketching techniques, appropriate to purpose</p>



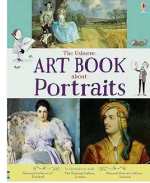
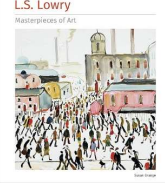
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form 	Substantive Knowledge						
		 <p>I know about the sculpture of David Best</p> <p>I know that different materials are selected for their shape and texture</p> <p>I know some basic tools and materials for creating sculpture</p>	 <p>I know about the life and works of Antony Gormley and Andy Goldsworthy</p> <p>I know the names of techniques and tools I can use for sculpting</p>	 <p>I know about the life and subject of Grayson Perry's pottery</p> <p>I know and can describe techniques for shaping clay</p> <p>I know key vocabulary to describe clay work</p>	 <p>I know about the life and work of William De Morgan</p> <p>I know about the Arts and Crafts movement</p> <p>I know that 3D art is used in different everyday environments</p> <p>I know key vocabulary to describe ceramics</p>	 <p>I know about the life and work of Henry Moore</p> <p>I know about the life and work of Barbara Hepworth</p> <p>I know key vocabulary to describe sculpture</p> <p>I know that sculptors work at different scales</p>	
Disciplinary Knowledge							
		<p>I can experiment with different materials to create 3D artworks</p> <p>I can use at least two different model making techniques to create a work of art (e.g. rolling, folding, assembling)</p> <p>I can modify materials through tearing and cutting</p> <p>I can safely use a variety of tools and materials</p> <p>I can develop my own ideas and express them</p>	<p>I can draw 3D shapes</p> <p>I can use hatching to shade and to demonstrate form</p> <p>I can sort and use materials according to their properties</p> <p>I can use a variety of natural, recycled and manufactured material for sculpting</p> <p>I can use tools and equipment safely</p> <p>I can use techniques such as moulding, carving, cutting</p>	<p>I can use stippling and random hatching to demonstrate form</p> <p>I can use clay to create a sculpture</p> <p>I can add detail to a clay sculpture</p> <p>I can describe how a structure holds its shape</p> <p>I can use slip to join clay</p> <p>I can use different techniques such as pinch/slab/coil techniques</p>	<p>I can describe patterns used in the 'Arts and Crafts' movements</p> <p>I can sketch a design based on the work of William De Morgan</p> <p>I can use shading techniques to transform shapes into forms using a light source</p> <p>I can use contour hatching to effectively demonstrate form</p> <p>I can create relief and surface decoration</p> <p>I can use a variety of tools to create effects in ceramics</p>	<p>I can compare the work of Moore and Hepworth</p> <p>I can use a range of shading techniques to demonstrate form</p> <p>I can use papier maché to create a sculpture</p> <p>I can use tools, techniques and materials with precision matched to outcome</p> <p>I can use tools and materials to add detail to a sculpture</p> <p>I can use a framework to shape a sculpture</p> <p>I can use cutting and joining skills</p>	



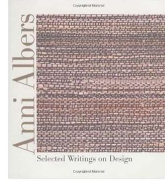
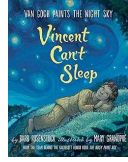
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	Substantive Knowledge						
	 <p>I know that Archimboldo painted self-portraits</p> <p>I know that we use a brush for painting</p> <p>I know the colours of the rainbow</p>	 <p>I know that David Hockney painted local landscapes</p> <p>I know that we can use a variety of brushes, holding them in a variety of ways</p> <p>I know the three primary colours: red, blue, yellow and the secondary colours</p>  <p>I know about the work and life of Georgia O'Keefe</p>	 <p>I can name the warm and cool colours</p> <p>I know that Jean-Michel Basquiat drew colourful illustrations</p>			 <p>I know about the lives of Frida Kahlo and Amrita Sher-Gil</p> <p>I can name primary, secondary and tertiary colours</p> <p>I know that different brushes can create different effects</p> <p>I know the correct vocabulary to describe colour</p>	 <p>I know about the life and works of the Singh twins, Faith Ringgold and Kumari</p> <p>I know that colour can be used in digital art and printing</p> <p>I know a range of vocabulary to demonstrate knowledge of different art movements</p>
	Disciplinary Knowledge						
	<p>I can experiment with mixing colours using powder paint</p> <p>I can choose appropriate colours for a picture</p>	<p>I can mix the three primary colours to create secondary colours</p> <p>I can describe the paintings of David Hockney</p>	<p>I can describe how illustrations fit the words of a poem</p> <p>I can create and explain the 6 part colour wheel</p>			<p>I can compare the subject of art by Frida Kahlo and A Sher-Gil</p> <p>I can create and explain the 12 part colour wheel</p>	<p>I can use colour to express feelings and mood</p> <p>I can use colour knowledge to create depth within a picture</p>

		<p>I can experiment with mixing colours to match those of the natural world</p> <p>I can develop a vocabulary to discuss colour</p>	<p>I can understand contrasting and complementary colours</p> <p>I can create warm and cool colour palettes</p> <p>I can create art using only black and white</p> <p>I can mix colours to create skin tones</p>			<p>I can create secondary and tertiary colours</p> <p>I can create art using shades, tints, hues and tones</p> <p>I can understand analogous colours</p> <p>I can create different skin tones</p> <p>I can make paintings with background, foreground, middle ground and perspective</p> <p>I can mix different thicknesses of paint</p> <p>I can work at different scales</p>	<p>I can use a range of paints to create different aesthetics</p> <p>I can create mixed media work</p> <p>I can use layers of paint to add details</p>
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				FASHION INSPIRED BY KENTE PATTERNS			OPTICAL ILLUSION 3D CUBES
Pattern	Substantive Knowledge						
				 <p>I know that Kente weaving originated in Ghana, West Africa</p> <p>I know what Kente cloth represents</p> <p>I know that pattern can be represented on different materials</p> <p>I know key vocabulary associated with pattern</p>			 <p>I know about the life and works of Bridget Riley</p> <p>I know that 3D effects can be created using 2D drawing</p>
	Disciplinary Knowledge						
				<p>I can create a complex repeating pattern</p> <p>I can develop a pattern using printing techniques</p> <p>I can create a pattern using a 90 degree rotation</p> <p>I can print onto different materials including fabric</p> <p>I can use layers of two or more colours</p> <p>I can use patterns from different cultures as a starting point for a design</p>			<p>I can develop pattern using overlays</p> <p>I can use knowledge of pattern to produce complex art work</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shape	Substantive Knowledge						
	 <p>I know that Kandinsky painted using 2D shapes</p>				 <p>I know about the life and work of Yayoi Kusama</p>		
	Disciplinary Knowledge						
	<p>I can sketch 2D shapes</p> <p>I can use 2D shapes to create art works</p>				<p>I can use the work of Yayoi Kusama as inspiration</p> <p>I can use geometric shapes to draw a portrait or landscape</p>		

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Space	Substantive Knowledge						
	 <p>I know that artists such as Cezanne and Amira Gale make observational drawings</p>			 <p>I know about the life and work of key UK portrait artists</p>			 <p>I know about the life and work of L.S. Lowry</p>
	Disciplinary Knowledge						
	<p>I can organise objects, materials and mark making to create a composition</p> <p>I can understand open and closed composition</p>			<p>I can understand and apply positive and negative space</p> <p>I can develop an understanding of perspective – 1 point perspective, horizon line, eye level and vanishing point</p>			<p>I can develop an understanding of 2 point perspective, bird's eye view and worm's eye view</p> <p>I can use technology to find different viewpoints</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texture 	Substantive Knowledge						
			 I know about the life and work of Kehinde Wiley		 I know about the life and work of Annie Albers I know key vocabulary associated with textile art	 I know about the life and works of Van Gogh I know key vocabulary related to texture	
	Disciplinary Knowledge						
			I can explore a range of textures I can select appropriate materials to give a chosen effect (e.g. mixing sand with paint) I can create a collage using a range of materials		I can experiment with different materials to create a range of textures I can use a variety of techniques to create different textural effects	I can describe how Van Gogh creates texture I can select appropriate materials to create a chosen textured effect I can experiment with different media by overlapping and layering I can add decoration to create effect I can use brushes in different ways with thickened paint I can add materials to pain to create texture	