

Art curriculum overview and progression of skills/knowledge

EYFS/KS1	Autumn	Spring	Summer
EYFS	<p>Art: ALL ABOUT ME – painted face. – developing the skills of using a paint brush and how to hold correctly. Being able to paint what they can see.</p> <p>Identity, unique</p> <p>Looked at a variety of materials/tools and how to use these safely - weekly lessons of how to use and apply creative skills such as; cutting, sticking and joining materials.</p> <p>Can children use what they have learnt about media and materials in original ways, thinking about uses and purposes?</p> <p>Exploring colour mixing – children to develop the skills in how colours are created.</p> <p>Primary colours</p> <p>Make a puppet = finger puppet of a Julia Donaldson character</p> <p>Making Christmas cards using different materials. – Children will develop the skills to create for a purpose.</p> <ul style="list-style-type: none"> • DT: Using junk modelling to create houses. 	<p>Art: Retelling the story of Chinese New Year using masks. Using media and materials to create the different animals. Making a Chinese dragon – using tools, constructing with a purpose in mind</p> <p>Different textures – salt painting, using different materials/media</p> <p>Smooth, rough, soft</p> <p>Mother’s day and Easter cards – careful drawing, choosing colours for a purpose, selecting appropriate resources etc.</p> <ul style="list-style-type: none"> • Music: Exploring music – making a shaker. Using senses – listening skills. Continue Charanga • Rhythm, beat, volume • DT: Pancake day – make pancakes; learning about recipes, weighing out ingredients, food safety • Easter nests cakes = melting chocolate, using a recipe, food hygiene 	<p>Art: Look at changing media and materials – melting, freezing, and mixing sand and paint. Exploring different artists and painting styles</p> <p>Artist, art gallery</p> <p>Explaining the process of what they have created – evaluating skills</p> <p>Retelling a story using movement, dance and instruments together as a group.</p> <ul style="list-style-type: none"> • DT: Building boats – floating and sinking, linking to science. • Healthy Wraps • Fruit Kebabs • Healthy, fruit, vegetables • Music – exploring instruments. Continue using Charanga – developing rhythm • Drum, guitar, tambourine <p>Developing imaginative play through the role-play area.</p>

	<ul style="list-style-type: none"> • Making Christmas Shortbreads • Recipe, sieving, weighing <p>Music: Singing nursery rhymes, begin exploring Charanga, learn Christmas songs</p>		<p>ELG: Creating with materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials - Experiment with colour - Share creations and explain process - Make use of props and materials during role play. <p>ELG: being imaginative and expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories - Sing a range of well-known nursery rhymes and songs - Perform songs etc. - Move in time with music
Year 1			
	<p><u>NC objectives</u> To use a range of materials creatively to design and make products. ☐</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour,</p>	<p><u>NC objectives</u> To use a range of materials creatively to design and make products. ☐</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour,</p>	<p><u>NC objectives</u> To use a range of materials creatively to design and make products. ☐</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour,</p>

	<p>pattern, texture, line, shape, form and space 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><u>Tasks/knowledge</u> Use a range of materials. Use drawing, painting and sculpture. Develop techniques of colour, pattern, texture, line, shape, form and space. Learn about range of artists, craftsmen and designers. <i>Can they create moods in their drawings?</i> <i>Do they understand basic colour theory?</i></p> <p><i>Self-portraits</i> <i>Apple printing ~ patterns.</i> <i>The Rainbow Fish ~ celery printing.</i> <i>Colour Wheel ~ Using primary colours to make secondary colours.</i> <i>William Morris - Can they describe what they can see and like in the</i></p>	<p>pattern, texture, line, shape, form and space 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><u>Tasks/knowledge</u> Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers</p> <p><u>Key Skills</u> Sort threads and fabrics. Group fabrics and threads by colour and texture. Weave with fabric and thread. Print onto paper and textile. Design their own printing block.</p> <p><i>Using a range of media to create a variety of lines.</i> <i>Use a range of media to create a Chinese dragon.</i></p>	<p>pattern, texture, line, shape, form and space 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><u>Tasks/knowledge</u> Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers</p> <p><u>Key Skills</u> Communicate something about themselves in their painting. Create moods in their paintings. Choose to use thick and thin brushes as appropriate. Draw lines of different shapes and thickness, using 2 different grades of pencil. Communicate something about themselves in their drawing. Create moods in their drawings.</p> <p><i>Seascape paintings. - looking at a variety of artist's, comparing and</i></p>
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	<p>work of another artist/craft maker/designer? Can they express their feelings about their own piece of art? Can they express their feelings about a peer's piece of art?</p> <p>Autumn leaves ~ pointillism. Leaf printing. Firework pictures ~ chalk on black paper. Poppy painting ~ printing with string and apples. Nativity scenes ~ watercolours Calendars ~ 4 seasons Christmas cards</p> <p><u>Key Skills</u> Draw using pencil and crayons. Name the primary and secondary colours. Print with sponges, vegetables and fruit. Paint a picture of something they can see. Create a repeating pattern. Cut and tear paper and card for their collages. Gather and sort the materials they will need. Make different kinds of shapes. Cut, roll and coil materials such as clay, dough or plasticine. Use a simple painting program to create a picture.</p>	<p>Pancake Art – Can I make a character using pancakes and then draw my design? Map of Struay – collage Isle of Struay watercolour picture Famous Artist week Easter Art Spring flowers</p> <p>Can they draw lines of different shapes and thickness, using different grades of pencil?</p>	<p>describing the different practices. Design their own buckets and spades. D&T link to designing their own Punch and Judy theatre using a variety of materials.</p>
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	Describe what they can see and like in the work of another artist/craft maker/designer.		
Year 2			
	<p>NC objectives</p> <ul style="list-style-type: none"> -to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -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>Tasks/Knowledge</p> <p>Creating a colour wheel using paint. Children add red, blue, yellow.</p> <p>Knowledge: Primary and secondary colours. How to mix effectively.</p>	<p>NC objectives</p> <ul style="list-style-type: none"> -to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -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>Tasks/Knowledge</p> <p>Colour wheel, children independently mix primary colours to create secondary colours.</p> <p>Knowledge; Know that the primary colours are red, blue and</p>	<p>NC objectives</p> <ul style="list-style-type: none"> -to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -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>Tasks/Knowledge</p> <p>Local Landscape</p> <ul style="list-style-type: none"> - Begin to demonstrate their ideas through photographs and in their sketch books.

	<p>London Landscapes using paint (mixing colours to create shades of orange)</p> <p>London Landscape using chalk</p> <p>London landscape using paint and chalk</p> <p>Knowledge: Geographical knowledge of London and the Great Fire.</p> <p>Diva lamps using salt dough/ clay</p> <p>Knowledge: How Diwali is celebrated and what Diya lamps are for.</p> <p>LS Lowry</p> <ul style="list-style-type: none"> - Landscapes – finish his drawing - Colours - Matchstick People - Buildings <p>Knowledge: Who LS. Lowry is and pieces of his work. 1. Coming from the Mill (1930), 2. Industrial Landscape (1955), 3. Going to Work 4. A Cricket Match</p> <p>Stained Glass Window collage</p> <p>Knowledge: Understanding of a Christian place of worship and key features.</p> <p>Christmas cards and calendars</p> <p>Key skills</p>	<p>yellow; and that the secondary colours are orange, green and purple.</p> <p>Monet</p> <ul style="list-style-type: none"> - All about him and his work - Recreating the other half of <u>Water Lilies and Japanese Bridge</u> - using pencil - Impressionist style crayon drawing of <u>Water Lilies and Japanese Bridge</u> - Impressionist finger painting- <u>Water Lilies and Japanese Bridge</u> - Children use finger painting method to create their own garden. <p>Key Skills</p> <p>Mix paint to create all the secondary colours</p> <p>Make tints by adding white</p> <p>Make tones by adding black</p> <p>Knowledge: Know that white and black can be added to both primary and secondary colours to create different tints, tones and shades.</p> <p>Create different tones using light and dark when drawing.</p>	<ul style="list-style-type: none"> - Set out their ideas, using ‘annotation’ in their sketch books. - Keep notes in their sketch books as to how they have changed their work <p>Knowledge; Know that great works of art are not achieved first time, and that artists will go through many drafts before completing a final piece.</p> <p>RRSA collage</p> <ul style="list-style-type: none"> - Create individual and group collages - Link colours to natural and man-made objects - Create a piece of work in response to another artist’s work <p>Can they create a repeat print? Can they create an impression in a surface and use this to print? Can they find printing opportunities in everyday objects?</p> <p>Key Skills</p>
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	<p>Mix paint to create all the secondary colours. Make a clay pot. Create individual and group collages Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work. Show patterns and texture in their drawings.</p>	<p>Use three different grades of pencil in their drawing (4B, 8B, HB). Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work. Famous Artists – Monet - Mix paint to create all the secondary colours Mix and match colours, predict outcomes Mix their own brown Explorers collage - Use different kinds of materials on their collage and explain why they have chosen them - Use repeated patterns in their collage</p>	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
Year 3/4			
Cycle A	<p>NC objectives - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history.</p> <p>Mosiacs</p>	<p>NC objectives - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history.</p> <p>African masks – paper mache</p>	<p>NC objectives - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history.</p> <p>Layers of the canopy (collage)</p>

	<p><u>Knowledge/skills</u></p> <p>Collage:</p> <ul style="list-style-type: none"> • Use ceramic mosaic. • Combine visual and tactile qualities. • Use montage. <p>Knowledge:</p> <ul style="list-style-type: none"> • Compare the work of different artists. • Explore and explain art from other periods of time. • Explore work from other cultures. • Experiment with different styles which artists have used. <p>Sketchbooks:</p> <ul style="list-style-type: none"> • Express feelings about various subjects and outline likes and dislikes. • Produce a montage all about themselves. • Use their sketchbooks to adapt and improve their original ideas. • Keep notes about the purpose of their work in their sketchbooks. • Suggest improvements and identify the purpose of their work by keeping notes in their sketchbooks. <p>Knowledge: How to collage</p>	<p><u>Knowledge/skills</u></p> <p>Drawing:</p> <ul style="list-style-type: none"> • Use sketches to produce a final piece of work. • Use different grades of pencil shade, to show different tones and texture. • Organise line, tone, shape and colour to represent figures and forms in movement. • Write an explanation of their sketch in notes. <p>Use of ICT:</p> <ul style="list-style-type: none"> • Present a collection of their work on a slideshow. • Create a piece of artwork which includes the integration of digital images they have taken. <p>Knowledge:</p> <ul style="list-style-type: none"> • Experiment with different styles which artists have used. <p>Sketchbooks:</p> <ul style="list-style-type: none"> • Keep notes about the purpose of their work in their sketchbooks. <p>Knowledge: How to make papier mache To know how to use a digital camera</p>	<p>Butterfly symmetry (sewing)</p> <p><u>Knowledge/skills</u></p> <p>3D and Textiles:</p> <ul style="list-style-type: none"> • Add on to their work to create texture and shape. • Create pop-ups. • Use more than one type of stitch. • Join fabric together to form a quilt using padding. • Use sewing to add detail to a piece of work. • Add texture to a piece of work. • Experiment with and combine materials to design and make 3D form. • Begin to sculpt clay and other mouldable materials. • Use early textile and sewing skills as part of a project. <p>Collage:</p> <ul style="list-style-type: none"> • Cut accurately. • Overlap materials. • Experiment using different colours. <p>Knowledge:</p> <ul style="list-style-type: none"> • Experiment with different styles which artists have used. <p>Sketchbooks:</p> <ul style="list-style-type: none"> • Keep notes about the purpose of their work in their sketchbooks. <p>Knowledge: To create a collage in the style of Henri Matisse</p>
Cycle B	<p><u>NC objectives</u></p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p><u>NC objectives</u></p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p><u>NC objectives</u></p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

	<p>- About great artists, architects and designers in history</p> <p>William Morris</p> <p>Decoupage</p> <p>Victorian Art Workshop</p> <p>Brunel</p> <p>3D Houses</p> <p><u>Knowledge/skills</u></p> <p>Drawing:</p> <ul style="list-style-type: none"> • Use different grades of pencil shade to show different tones and textures • Identify and draw simple objects and use marks and lines to produce texture • Explain why they have used specific materials <p>Sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to express feelings about a subject and to describe likes and dislikes • Make notes in their sketchbooks about techniques used by artists. • Keep notes about the purpose of their work in their sketchbooks. <p>Painting:</p> <ul style="list-style-type: none"> • Create a background using a wash <p>Can they mix a range of colour in the colour wheel?</p> <p>Can they identify what colours work well together?</p> <p>Printing:</p> <ul style="list-style-type: none"> • Make a 2-colour printing block <p>Knowledge:</p> <ul style="list-style-type: none"> • Explore work from other periods of time • Begin to understand the viewpoints of others by looking at images of people and understand 	<p>- About great artists, architects and designers in history.</p> <p>Weaving (Textiles)</p> <p>Photography</p> <p><u>Knowledge/skills</u></p> <p>Printing</p> <ul style="list-style-type: none"> • Make a 2 and 4 colour printing block. • Create an accurate print design. • Print onto different materials. <p>Painting:</p> <ul style="list-style-type: none"> • Predict with accuracy the colours that they mix • Know where each of the primary and secondary colours sits on the colour wheel • Create a background using a wash • Use a range of brushes to create different effects • Create all the colours they need. • Create mood in their paintings. • Successfully use shading to create mood and feeling. <p>Collage:</p> <ul style="list-style-type: none"> • Cut accurately • Overlap materials • Experiment using different colours <p>Drawing:</p> <ul style="list-style-type: none"> • Show facial expressions in their drawings • Begin to show facial expressions and body language in their sketches • Use different grades of pencil shade to show different tones and texture • Show reflections. <p>Knowledge:</p>	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>- About great artists, architects and designers in history.</p> <p>Mayan/Aztec Art</p> <p>Art Focus Week</p> <p><u>Knowledge/skills</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Explore work from other cultures. • Explore work from other periods of time, • Experiment with different styles which artists have used. <p>3D and Textiles:</p> <ul style="list-style-type: none"> • Add on to their work to create texture and shape. • Work with life size materials. <p>Sketchbooks:</p> <ul style="list-style-type: none"> • Keep notes about the purpose of their work in their sketchbooks. <p>Knowledge:</p> <p>Add white and black to paint to make it lighter/darker (shade), multi-tonal painting, cut and collage (Stonehenge)</p> <p>To know features of Stone Age cave paintings and recreate them in their work, make links between Stone Age communication and modern-day communications. Cave paintings to inspire their own drawings.</p>
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	<p>how they are feeling and what the artist is trying to express.</p> <ul style="list-style-type: none"> • Experiment with different styles which artists have used. • Explain art from different periods of history. <p>Artists: William Morris JMW Turner</p> <p>Knowledge: explain some features of William Morris's work (wallpaper, fabric, nature, repeated patterns, block printing, handmade, expensive)</p> <p>Understand that using different pencil grades will create different marks. To create and use a cardboard printing block. Be able to give their own opinion on an artist's work.</p> <p>Can they compare the work of different artists?</p>	<ul style="list-style-type: none"> • Experiment with different styles which artists have used. <p>Sketchbooks:</p> <ul style="list-style-type: none"> • Suggest improvements and identify the purpose of their work by keeping notes in their sketchbooks • Use their sketches to produce a final piece of work • Write an explanation of their sketch in notes. • Keep notes about the purpose of their work in their sketchbooks. <p>Use of ICT:</p> <ul style="list-style-type: none"> • Use printed images taken with a digital camera and combine them with other media to produce artwork. • Use IT programs to create a piece of work that includes their own work and that of others. • Combine graphics and text based on their research. • Research an artist or style of art. <p>Artists: Hokusai</p>	
Year 5/6			
Cycle A	<p><u>NC objectives</u></p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. <p>Propaganda Posters Emotive art Christmas Cards</p>	<p><u>NC objectives</u></p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. <p>Monochrome art Pop Art</p>	<p><u>NC objectives</u></p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. <p>Henri Rousseau Paintings</p> <p><u>Key skills and knowledge</u></p>

	<p>Architecture – shelters</p> <p>Key skills and knowledge WWII – Teddies Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> <p>Propaganda posters</p> <p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> <p>Key Knowledge: To understand what propaganda is. To understand how artists convey emotion through their work.</p>	<p>Key skills and knowledge Can they show reflections? (Rivers)</p> <p>Can they experiment with different styles which artists have used? (Rousseau)</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? (Rousseau)</p> <p>Collage using images of world for rivers</p> <p>Can they justify the materials they have chosen?</p> <p>Can they combine pattern, tone and shape? Can they combine visual and tactile qualities to express mood and emotion?</p> <p>Creating river beds with modroc</p> <p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they sculpt clay and other mouldable materials?</p> <p>Key Knowledge: To understand what monochrome art is. To understand how pop art is created.</p>	<p>Can they show reflections? (Rivers)</p> <p>Can they experiment with different styles which artists have used? (Rousseau)</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? (Rousseau)</p> <p>Collage using images of world for rivers</p> <p>Can they justify the materials they have chosen?</p> <p>Can they combine pattern, tone and shape?</p> <p>Can they combine visual and tactile qualities to express mood and emotion?</p> <p>Creating river beds with modroc</p> <p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they sculpt clay and other mouldable materials?</p> <p>Key Knowledge: To know who Henri Rousseau is and how his work influenced others</p>
<p>Cycle B</p>	<p>NC objectives</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and 	<p>NC objectives</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>NC objectives</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>- About great artists, architects and designers in history.</p> <p>Creating theatrical masks</p> <p>NC objectives</p> <p>- To create sketch books to record their observations and use them to review and revisit ideas</p> <p>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><u>Key skills and knowledge</u></p> <p>Can they express their emotions accurately through their painting and sketches? - Masks</p> <p>Greek Pots – Drawing - Can they organise line, tone, shape and colour to represent figures and forms in movement (battle)</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture? (Masks/Parthenon)</p>	<p>- About great artists, architects and designers in history.</p> <p>Great Artists <u>Key skills and knowledge</u> Steel or iron sculptures – Thomas Telford</p> <p>Can they experiment with different styles which artists have used? (Lowry)</p> <p>Photography</p> <p>Can they use ceramic mosaic to produce a piece of art?</p> <p>Key Knowledge: To know Thomas Telford and what he is famous for. To use ceramic mosaic effectively.</p> <p>Can they over print using different colours?</p> <p>Can they identify different printing methods and make decisions about the effectiveness of their printing method?</p> <p>Do they know how to make a positive and a negative print?</p>	<p>- About great artists, architects and designers in history.</p> <p><u>Key skills and knowledge</u></p> <p>Can they create digital images with animation, video and sound to communicate their ideas?</p> <p>Can they create a piece of art which can be used as part of a wider presentation?</p> <p>Key Knowledge: To create digital images with animation, video and sound.</p> <p>Painting - Do they understand the different properties of the different types of paint?</p> <p>Can they create a range of shades using different kinds of paints?</p> <p>Can they create mood in a painting?</p> <p>Can they use shade to create depth in a painting?</p> <p>Can they identify different painting styles and how these have artists who are influenced by these styles over time?</p>
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	<p>Can they include technical aspects in their work, e.g. architectural design? (Parthenon and columns)</p> <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others? Do their sketches communicate ideas and convey a sense of individual style?</p> <p>Do they experiment with and combine materials and processes to design and make 3D form? (Greek Masks)</p> <p>Can they sculpt clay and other mouldable materials? (Clay Pots)</p> <p>Key Knowledge: To understand how to combine materials and make 3D form.</p>		
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