

## Art and Design

Progression of knowledge, skills and vocabulary Years 1 – 6

### Intent

At St Aelred's Catholic Primary School, we recognise that Art and Design stimulates creativity and imagination. We offer a structure and sequence of lessons in which pupils will have the opportunity to explore and become confident and proficient in using a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills e.g. collage, printing, weaving and patterns. Children will use produce creative and imaginative work and demonstrate their skills in a variety of ways. Through art and design lessons, our children will develop their emotional expression through art to further enhance their personal, social and emotional development. Our children will develop their interest and curiosity about a range of artists, designers and craft makers through discussion and asking questions. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. They will learn the appreciation and enjoyment of visual arts and how they enrich all of our lives.

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
National Curriculum Objectives	<ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<p>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. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>About great artists, architects and designers in history.</li> </ul>	

Sketch books/ Developing ideas	Key skills	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key skills	<ul style="list-style-type: none"> <li>- Start to record simple media explorations in a sketch book.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a sketchbook to plan and develop simple ideas.</li> <li>• Use a sketchbook to plan and develop simple ideas</li> <li>• Build information on colour mixing, the colour wheel and colour spectrums.</li> <li>• Collect textures and patterns to inform other work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>• Identify interesting aspects of objects as a starting point for work.</li> <li>• Use a sketch book to express feelings about a subject</li> <li>• Make notes in a sketch book about techniques used by artists</li> <li>• Annotate ideas for improving their work through keeping notes in a sketch book</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>• Express likes and dislikes through annotations</li> <li>• Use a sketch book to adapt and improve original ideas</li> <li>• Keep notes to indicate their intentions/purpose of a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to plan a sculpture through drawing and other preparatory work.</li> <li>• Use the sketch book to plan how to join parts of the sculpture.</li> <li>• Keep notes which consider how a piece of work may be developed further</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>• Adapt work as and when necessary and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.</li> <li>• Annotate work in sketchbook.</li> </ul>
Key Vocab	<i>Demonstrate, Ideas, Set out, Annotation, Notes, Changed ideas, starting point, sketch book, observe, improve</i>		<i>Experiment, Different texture, Express feelings, Likes, Dislikes, Produce montage, Adapt, Improve, Original, Purpose, Describe, Make notes, Techniques used, Suggest improvements, evaluate</i>		<i>Explain, Feedback, Amendments, Improvements, Detailed notes, Annotations, Quotes, Compare methods, Combine graphics/text, Commercial design, Influence, Layout, Adapt, Refine, Meaning, Purpose, Keep notes, Develop, Compare, Discuss</i>		
Artists							

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing skills	<ul style="list-style-type: none"> <li>Experiment with a variety of media; (pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.)</li> <li>Begin to control the types of marks made with the range of media.</li> <li>Draw on different surfaces with a range of media.</li> <li>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>Use shading to show light and shadow effect</li> <li>Draw lines/marks from observations.</li> <li>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Investigate textures and produce an expanding range of patterns</li> </ul>	<ul style="list-style-type: none"> <li>Develop intricate patterns/ marks with a variety of media.</li> <li>Experiment with effect made through different grades of pencil and other implements to draw different forms and shapes.</li> <li>Begin to indicate facial expressions in drawings</li> <li>Create works of art from natural materials to show an awareness of different viewpoints of the same object</li> </ul>	<ul style="list-style-type: none"> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Experiment with different grades of pencil and other implements to achieve variations in tone, make marks on a range of media, create intricate patterns.</li> <li>Begin to experiment with drawings featuring the third dimension and perspective.</li> <li>Further develop drawing a range of tones, lines using a pencil.</li> <li>Begin to show awareness of representing texture through the choice of marks and lines made</li> <li>Attempt to show reflections in a drawing</li> <li>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> <li><b>Have opportunities to develop further simple perspective in their work using a single focal point and horizon</b></li> <li>Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>Develop close observation skills using a variety of view finders</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of drawing. (This style may be through the development of: line, tone, pattern, texture)</li> <li>Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li><b>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</b></li> <li>Develop an awareness of composition, scale and proportion in their work.</li> </ul>
Key Vocab	<i>Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Grade/s, Charcoal, Pastel, View, Tone/s, Light, Dark, Pattern, Texture, Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Grade</i>		<i>Facial expression, Body language, Sketch/es, Marks, Lines, Texture, Tone, Shape, Colour, Represent, Figures, Forms, Movement, Reflection, Materials, Expression, Facial, Shade, Tone/s, Texture/s, Sketch/es, Explanation</i>		<i>Media, Create, Impact, Pencils, Grades, Charcoal, Pastels, Observation/al, Sketch, Sense of self, Accuracy, Imagination, Combine tools, Shade , Create, Mood, Feeling, Line, Marks, Texture, Tone, Shape, Figures, Forms, Movement, Express emotion, Reflections, Materials, focal point, horizon, composition, foreground, middle ground, background, hatching, blending,</i>	
Artists						

		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Key Skills	<ul style="list-style-type: none"> <li>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</li> <li><b>Explore techniques such as lightening and darkening paint without the use of black or white.</b></li> <li>Begin to show control over the types of marks made.</li> <li>Paint on different surfaces with a range of media.</li> <li>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li><b>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</b></li> <li><b>Build confidence in mixing colour shades and tones.</b></li> <li>Understand the colour wheel and colour spectrums.</li> <li>Be able to mix all the secondary colours using primary colours confidently.</li> <li>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</b></li> <li><b>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</b></li> <li>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</li> <li>Understand how to create a background using a wash</li> </ul>	<ul style="list-style-type: none"> <li><b>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</b></li> <li>Begin to choose appropriate media to work with.</li> <li>Use light and dark within painting and show understanding of complimentary colours.</li> <li>Use complimentary and contrasting colours for effect</li> <li><b>Mix colour, shades and tones with increasing confidence.</b></li> <li>Work in the style of a selected artist <b>(not copying).</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</b></li> <li>Mix and match colours to create atmosphere and light effects.</li> <li><b>Mix colour, shades and tones with confidence building on previous knowledge.</b></li> <li>Start to develop their own style using tonal contrast and mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of painting.(This style may be through the development of: colour, tone and shade.)</li> <li><b>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</b></li> <li><b>Mix colour, shades and tones with confidence building on previous knowledge</b></li> <li>Understanding which works well in their work and why</li> </ul>
	Key Vocab	<i>Painting, Mix, Match, Predict outcomes, Secondary, Tint, Tones, Primary, Themselves, Thick, Thin, Brush/es, Colour, colour mixing, Colour wheel, water colour</i>	<i>Facial expression, Body language, Create, Colours, Mood, Shading, Feeling, Background, Wash, Range, Brushes, Different effects, Predict, Accuracy, Colours, Mix, Primary, Secondary, effect</i>	<i>Own style, Wide range techniques, Choose, Specific, Paint techniques, Shading, Create, Mood, Feeling, Express emotion, Organise, Line, Tone, Shape, Represent, Figures, Forms, Movement, atmosphere,</i>			
	Artists	<i>Joanne Short, Paul Klee, Claude Monet, Vincent Van Gogh, L.S. Lowry, Yayoi Kusama, Georgia O'Keefe, Kandinsky</i>	<i>Ida Ekblad, Tal R, Frida Kahlo, Rose Wylie,, J.M.W.Turner, Joan Miro, Henri Rousseau</i>	<i>Victor Delfin, Evelyn De Morgan, Efrain Recinos Eduardo Paolozzi, David Hockney</i>			

Sculpture	Key skills	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> <li>Experiment in a variety of malleable media such as clay, papier-mâché, salt dough, Modroc.</li> <li>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li> <li>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>Impress and apply simple decoration techniques, including painting.</li> <li>Use tools and equipment safely and in the correct way.</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment and media with increasing confidence.</li> <li>Use clay, Modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</li> </ul>	<ul style="list-style-type: none"> <li><b>Explore carving as a form of 3D art.</b></li> <li>Use equipment and media with confidence.</li> <li>Join two parts successfully.</li> <li>Produce more intricate surface patterns/ textures and use them when appropriate.</li> <li><b>Produce larger ware using pinch/ slab/ coil techniques</b></li> <li>Make a slip to join to pieces of clay.</li> </ul>	<ul style="list-style-type: none"> <li><b>Work in a safe, organised way, caring for equipment.</b></li> <li><b>Model over an armature: newspaper frame for Modroc.</b></li> <li>Use recycled, natural and man- made materials to create sculptures.</li> <li>Adapt work as and when necessary and explain why.</li> <li>Demonstrate awareness in environmental sculpture and found object art.</li> <li>Show awareness of the effect of time upon sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</li> <li>Use the sketch book to plan how to join parts of the sculpture.</li> <li><b>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</b></li> <li><b>Show experience in combining pinch, slabbing and coiling to produce end pieces.</b></li> <li><b>Develop understanding of different ways of finishing work: glaze, paint, polish</b></li> <li><b>Gain experience in model ling over an armature: newspaper frame for Modroc.</b></li> <li>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> <li><b>Show increasing confidence to carve a simple form.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</b></li> <li><b>Model and develop work through a combination of pinch, slab, and coil.</b></li> <li>Work around armatures or over constructed foundations.</li> <li><b>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</b></li> <li>Demonstrate experience in relief and freestanding work using a range of media.</li> <li>Recognise sculptural forms in the environment: Furniture, buildings.</li> <li>Solve problems as they occur.</li> </ul>
Key Vocab	<i>Make, Clay, Join, Line, Shape, Cut, Roll, Coil, Texture, Tools, Shape/s, natural, material, texture, rolling,, kneading, tools,</i>		<i>Sculpt, Clay, Mouldable, Material, Experiment, Combine materials, Processes, Design, 3d form, Add to, Create, Texture, Shape, Life size, Material/s, slip</i>		<i>Create, Models, Range of scales, Open to interpretation, Audience, Experiment, Combine, Materials, Processes, Design, 3d form, Sculpt, Clay, Mouldable materials</i>		
Artists	<i>Michelle Reader, Huang Yong Ping, El Anatsui, Nnenna Okore, Sokari Douglas Camp, Bharti Kher, Allan Houser, Roxanne Swentzell, Mario Irarrázabal</i>		<i>Parviz Tanavoli</i>		<i>Victor Delfin, Pietro Torrigiano, Evelyn De Morgan Arthur George Walker, Charles Bell Birch, Gehard Demetz, Marie Uchytílová, Efrain Recinos</i>		

Printing	Key Skills	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> <li>• Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>• Experience impressed printing: e.g. printing from objects.</li> <li>• Use equipment and media correctly and be able to produce a clean printed image.</li> <li>• Explore printing in relief: e.g. String and card.</li> <li>• Use printmaking to create a repeating pattern</li> <li>• Print with a range of hard and soft materials eg corks, pen barrels, sponge.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>• Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>• Use equipment and media correctly and be able to produce a clean printed image.</li> <li>• Experiment with overprinting motifs and colour.</li> <li>• Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses and shells)</li> </ul>	<ul style="list-style-type: none"> <li>• Print simple pictures using different printing techniques.</li> <li>• Continue to explore both mono-printing and relief printing.</li> <li>• Demonstrate experience in 3 colour printing.</li> <li>• Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness of mono and relief printing.</li> <li>• Demonstrate experience in fabric printing.</li> <li>• Expand experience in 3 colour printing.</li> <li>• Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>• Create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools in a safe way. Continue to gain experience in overlaying colours.</li> <li>• Start to overlay prints with other media.</li> <li>• Use print as a starting point to embroidery. Show experience in a range of mono print techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate experience in a range of printmaking techniques.</li> <li>• Describe techniques and processes.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Develop their own style using tonal contrast and mixed media.</li> </ul>
Key Vocab	<i>Print, Press, Roll/rolling, Rub/rubbing, Stamp/stamping, Designer, Repeat/ing, Pattern, Print, Sponge, Vegetables, Fruit, Paper, Textile, Design, Printing block, Hapa-zome</i>		<i>Print, Different, Materials, Colours, Accurate, Design, Printing block, Colour print</i>		<i>Overprint, Create, Patterns, Method, Effectiveness of printing, Print, Accurate, Design criteria, Colours, Different materials, collograph</i>		
Artists	<i>Claire Harrup</i>				<i>Theresa Easton</i>		

Multi-Media		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>- Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc –</li> <li>- Arrange and glue materials to different backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>- Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</li> <li>- Arrange and glue materials to different backgrounds</li> <li>- Fold, crumple, tear and overlap papers</li> <li>- Create, select and use textured paper for an image</li> </ul>	<ul style="list-style-type: none"> <li>- Use collage as a means of collecting ideas and information and building a visual vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</li> <li>- Use collage as a means of collecting ideas and information and building a visual vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Add collage to a painted, printed or drawn background</li> <li>- Use a range of media to create collages</li> <li>- Use different techniques, colours and textures etc when designing and making pieces of work</li> <li>- Use collage as a means of extending work from initial ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Add collage to a painted, printed or drawn background</li> <li>- Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work</li> <li>- Use collage as a means of extending work from initial ideas</li> </ul>
<b>Key Vocab</b>	<i>Create, Individual/group collage, Different materials, Repeated pattern, Cut, Tear, Paper, Card, Collage, Gather, Sort, Materials textures, fold, crumple, overlap edges</i>		<i>Ceramic mosaic, Combine, Visual, Tactile, Cut, Accurate/ly, Overlap, Material, Experiment, Colours, Mosaic, Montage</i>		<i>Justify materials, Combine, Pattern, Tone, Shape, Ceramic mosaic, Combine, Visual, Tactile, Qualities, Express mood/emotion</i>		
<b>Artists</b>							

Digital		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Skills	<ul style="list-style-type: none"> <li>Take a self-portrait or a photograph. Use a simple computer paint program to create a picture</li> </ul>	<p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p>	<ul style="list-style-type: none"> <li>Use printed images taken with a digital camera and combine them with other media to produce art work</li> <li>Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</li> <li>Take photographs and explain their creative vision</li> </ul>	<ul style="list-style-type: none"> <li>Create a piece of art which includes integrating a digital image they have taken.</li> <li>Take a photo from an unusual or thought-provoking viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</li> <li>Compose a photo with thought for textural qualities, light and shade.</li> </ul>	<ul style="list-style-type: none"> <li>Combine a selection of images using digital technology considering colour, size and rotation.</li> </ul>
Key Vocab							
Artists							

Textiles	Key Skills	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Skills	<ul style="list-style-type: none"> <li>- Have experience in colouring textiles: printing, fabric crayons.</li> <li>- Have some experience of weaving and understand the process and some techniques.</li> <li>- Begin to identify different types and textures of fabric and materials for collage.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</li> <li>- Gain experience in applying colour with printing, dipping, fabric crayons</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>- Create and use dyes i.e. onion skins, tea, coffee</li> <li>- Gain confidence in stitching two pieces of fabric.</li> <li>- Explain how to thread a needle and have a go.</li> <li>- Apply decoration using beads, buttons, feathers etc.</li> <li>- Explore using resist paste and batik.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply decoration using needle and thread: buttons, sequins.</li> <li>- Use resist paste and batik.</li> <li>- To record textile explorations and experimentations as well as try out ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>- Produce two colour tie dye.</li> <li>- Design, plan and decorate a fabric piece.</li> <li>- Use more than one type of stitch</li> </ul>	<ul style="list-style-type: none"> <li>- Use a number of different stitches creatively to produce different patterns and textures.</li> <li>- Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</li> </ul>
Key Vocab	<i>Join, Fabric, Glue, Sew, Together, Create, Patchwork, Sort, Thread, Fabric, Colour, Texture, Weave</i>		<i>Texture, Sewing, Skills, Project, Create, Pop up, Stitch, Join, Fabric, Form, Padding, Sew/ing, Detail, Texture</i>		<i>Visual elements, Tactile elements, Sewing, Project, Running stitch, Cross stitch, Backstitch, Applique, Embroidery</i>		
Artists							

Exploring and responding to art	Key Skills	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• <b>Begin to understand how colours can link to moods and feelings in art.</b></li> <li>• Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>• <b>Explore 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.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Express links between colour and emotions</b></li> <li>• <b>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</b></li> <li>• Express thoughts and feelings about a piece of art.</li> <li>• Reflect and explain the successes and challenges in a piece of art created.</li> <li>• <b>Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continue to explore 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</b></li> <li>• Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>• Respond to art from other cultures and other periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</b></li> <li>• <b>Begin to explore a range of great artists, architects and designers in history.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>• <b>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</b></li> <li>• <b>Explore a range of great artists, architects and designers in history.</b></li> <li>• Compare the style of different styles and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consider the use of colour for mood at atmosphere</b></li> <li>• <b>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</b></li> <li>• <b>Identify artists who have worked in a similar way to their own work.</b></li> <li>• <b>Explore a range of great Artists, architects and designers in history.</b></li> </ul>	
	Key Vocab	<i>Artist, Colour, Pattern, Shape, Create, Natural objects, Man-made objects, Opinion, Artist, Ask, Questions, Piece of art, Describe</i>		<i>Experiment, Styles, Artists, Explain, Features, Historical period, Specific techniques, Identify, Techniques, Artists, Compare, Different cultures, Recognise, Historical periods, Understand viewpoints, Feeling, Express</i>		<i>Style, Influence/d, Artist, Understand, Abstract, Message, Convey, Technical, Architectural design, Record, Qualities, Artist, Replicate, Style, Learn, Observe/look, Galleries, Sources of information, Research</i>	
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