



#### Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.

Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving. *These will vary depending on the needs of each class*.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	What marks can I	Why is some paint	Can I make a model	What is collage?	What is collage?	How can I draw using
	make with a pencil,	thick and some	using recycled	Which materials shall I	Which materials shall	a computer? How can
	paintbrush, crayon,	paint thin?	materials? Can I roll	choose?	I choose?	I use an ipad to take a
	charcoal, pastel?	How can I make my	clay, flatten clay? Can I			photo? What do I
	What lines can I draw,	paint colour darker?	make a thumb pot?			want to take a photo
	wavy, zigzag, bouncy,					of?
	happy, sad? Can I					
	make thick lines, thin					
	lines?					
	Can I draw basic					
	shapes?					
Skills	Safely use and explore		Safely use and explore	Safely use and explore	Safely use and explore	Safely use and
	a variety of materials,	explore a variety of	a variety of materials,	a variety of materials,	a variety of materials,	explore a variety of
	tools and techniques,	materials, tools and	tools and techniques,	tools and techniques,	tools and techniques,	materials, tools and
	experimenting with	techniques,	experimenting with	experimenting with	experimenting with	techniques,
	colour, design,	experimenting with	colour, design, texture,	colour, design, texture,	colour, design,	experimenting with
	texture, form and	colour, design,	form and function;	form and function; - Share their creations,	texture, form and	colour, design,
	function;   - Share their	texture, form and function;	<ul> <li>Share their creations, explaining the process</li> </ul>	explaining the process	function; - Share their	texture, form and function;
	creations, explaining	- Share their	they have used.	they have used.	creations, explaining	juicuon,   - Share their
	Creations, explaining	creations, explaining	wieg rune useu.	dieg have asea.	Creations, explaining	creations, explaining





	the process they have used. Explore, use and refine a variety of artistic effects to	the process they have used. Explore, use and refine a variety of artistic effects to	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	the process they have used. Explore, use and refine a variety of artistic effects to	the process they have used. Explore, use and refine a variety of artistic effects to
	express their ideas and feelings.	express their ideas and feelings.			express their ideas and feelings.	express their ideas and feelings.
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Owls						
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC	Drawing	Painting	3D Form	Collage	Collage	Photography Skills
Objectives	Pupils should be taught to	Pupils should be taught		Pupils should be taught to	Pupils should be taught to	Pupils should be taught to
,	develop their techniques,	to develop their	Pupils should be taught to	develop their techniques,	develop their techniques,	develop their techniques,
	including their control and	techniques, including	develop their techniques,	including their control and	including their control and	including their control and
	their use of materials,	their control and their	including their control and	their use of materials, with	their use of materials,	their use of materials,
	with creativity,	use of materials, with	their use of materials, with	creativity, experimentation	with creativity,	with creativity,
	experimentation and an	creativity,	creativity, experimentation	and an increasing	experimentation and an	experimentation and an
	increasing awareness of	experimentation and an	and an increasing	awareness of different	increasing awareness of	increasing awareness of
	different kinds of art, craft	increasing awareness of	awareness of different kinds	kinds of art, craft and	different kinds of art, craft	different kinds of art, craft
	and design. • to create sketch books to record	different kinds of art, craft and design. • to	of art, craft and design. • to create sketch books to	design. • to create sketch books to record their	and design. • to create sketch books to record	and design.
	their observations and use	create sketch books to	record their observations	observations and use them	their observations and use	
	them to review and revisit	record their	and use them to review and	to review and revisit ideas	them to review and revisit	
	ideas • to improve their	observations and use	revisit ideas • to improve	to improve their mastery of	ideas • to improve their	
	mastery of art and design	them to review and	their mastery of art and	art and design techniques,	mastery of art and design	
	techniques, including	revisit ideas • to	design techniques, including	including	techniques, including	





	drawing, painting and	improve their mastery	drawing, painting and	drawing, painting and	drawing, painting and	
S	sculpture with a range of	of art and design	sculpture with a range of	sculpture with a range of	sculpture with a range of	
r	materials • about great	techniques, including	materials • about great	materials • about great	materials • about great	
a	artists, architects and	drawing, painting and	artists, architects and	artists, architects and	artists, architects and	
	designers in history	sculpture with a range	designers in history	designers in history	designers in history	
		of materials • about				
		great artists, architects				
		and designers in history				
Knowledge 1	Which artists are famous	What colours can I mix	Which artists are famous for	What is collage? which	What is collage? which	Which artists are famous
	for their drawing and	with paint?	their sculptures?	materials are best for	materials are best for	for their photography
	sketching skills?	How do I shade with	What materials can you	layering? Which properties	layering? Which	worK?
	What shapes can I draw to	paint?	create sculptures with?	of materials are best suited	properties of materials are	What makes a good
	represent this object?	Which artists are	What different ways are	to represent different	best suited to represent	photo?
	How can I use line and	famous for	there to build with clay?	objects ideas? Which is the	different objects ideas?	What do we need to think
S	shape to capture my	experimenting with	How do you join pieces of	best way to stick the	Which is the best way to	about eg composition,
	ideas?	paint? Eg Jackson	clay?	collage materials?	stick the collage	background effects,
	What different shading	pollock, pointillism.	What effects can be		materials?	weather, light?
	patterns can I use to	What different effects	achieved to decorate clay?			and the second s
•	create texture?	can I create with paint?				
	Drawing	Painting	3D Form	Collage	Collage	Photography Skills
Progressio	<u></u>	<del></del>		Use a wide variety of	Use a wide variety of	Can identify and
	Exploring and Developing	Experiment with tools	Manipulate clay for	materials including fabric,	materials including fabric,	recognise examples of
1 ''	Ideas	and techniques,	different purposes including	plastic, tissue, crepe paper	plastic, tissue, crepe paper	photography as a visual
F	Record and explore ideas	including layering,	thumb pots, coil pots and	etc Can select with	etc Can select with	tool and an art form. Can
	from first-hand	mixed media.	models. Understand the	thought, different	thought, different	suggest how the
	observation and	Mix and match colours	safety and basis care of	materials from the	materials from the	photographer organised
	experience. Ask and	including artefacts and	materials and tools.	teachers resources,	teachers resources,	the elements or recording
	answer questions about	objects.	Experiment with, construct	considering content, shape,	considering content,	of the image Can select
	the starting points for	Work on a range of	and join recycled, natural	surface and texture Can	shape, surface and texture	photographs for a theme,
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and ideas with



					Continuor at the treat of the
develop their ideas.	brushes for large paper.	more confidently. Explore	cutting, tearing with care	modify by, cutting, tearing	provide ideas for their
Explore the differences	Mix a range of	shape and form Can handle	before adding other marks	with care before adding	own work (content,
and similarities within the	secondary colours,	and manipulates rigid and	and colour to represent an	other marks and colour to	colour or composition)
work of artists,	shades and tones. Can	malleable materials such as	idea	represent an idea	
craftspeople and	spread and apply paint	clay, card and found objects			Digital Skills- Computing
designers.	to make a background	to represent something			Link
	using wide brushes and	known and suggest familiar			
Drawing Techniques	other tools to express	objects or things Can model			Can open and use an art
Layer different media e.g.	backgrounds and	in malleable/plastic			program, selecting simple
crayons/ pastels	context	materials and control form			tools to make lines,
Understand the basis use		to assemble basic shapes or			shapes and pour colours
of a sketchbooks and work		forms e.g. bodies/heads and			Can control the size of
out ideas for drawings		add surface features			mark and select colours,
Draw for a sustained					and use predefined
period of time from the					shapes, motifs and
figure and real objects,					stamps Can copy and
including single and					paste areas of the image,
grouped objects.  Experiment with the visual					save and print the image
elements, line, shape,					
pattern and colour.					
pattern and colour.					
Drawing Skills					
Can hold and use drawing					
tools such as pencils and					
crayons using them with					
some dexterity and					
control to investigate					
marks and represent their					
observation, memories					





	purpose/intention Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame Can draw carefully in line from observation, recording shapes					
Meta Cognition	Pose questions pose questions to identify and clarify issues, and compare information in their world  Identify and clarify information and ideas Identify and explore information and ideas from source materials	Organise and process information organise information based on similar or relevant ideas from several sources  Imagine possibilities and connect ideas build on what they know to create ideas and possibilities in ways that are new to them develop and/or produce spoken or written texts in print or digital forms	Consider alternatives identify and compare creative ideas to think broadly about a given situation or problem  Seek solutions and put ideas into action investigate options and predict possible outcomes when putting ideas into action	Think about thinking (metacognition) describe the strategies used in given situations and tasks  Reflect on processes outline the details and sequence in a whole task and separate it into workable parts	Transfer knowledge into new contexts use information from a previous experience to inform a new idea  Apply logic and reasoning identify reasoning used in choices or actions in specific situations	Draw conclusions and design a course of action identify alternative courses of action or possible conclusions when presented with information  Evaluate procedures and outcomes evaluate whether they have accomplished what they set out to achieve





Year B Owls	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
OWIS	Civilisation and Democracy	Culture	All Around The World	Exploration and discoveries	Natural Wonder	Community
NC	Drawing	3D Form	Painting	Painting	Printing	Printing
Objectives	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. • to create	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. • to	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. • to	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	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	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,
	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 • about great artists, architects and designers in history	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 • about great artists, architects and designers in history	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 • about great artists, architects and designers in history	design. • 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 • about great artists, architects and designers in history	and design. • 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 • about great artists, architects and designers in history	craft and design. • 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 • about great artists, architects and designers in history





Knowledge	Which artists are famous for their drawing and sketching skills? What shapes can I draw to represent this object? How can I use line and shape to capture my ideas? What different shading patterns can I use to create texture?	Which artists are famous for their sculptures? What materials can you create sculptures with? What different ways are there to build with clay? How do you join pieces of clay? What effects can be achieved to decorate clay?	What colours can I mix with paint? How do I shade with paint? Which artists are famous for experimenting with paint? Eg Jackson pollock, pointillism. What different effects can I create with paint?	What colours can I mix with paint? How do I shade with paint? Which artists are famous for experimenting with paint? Eg Jackson pollock, pointillism. What different effects can I create with paint?	Which artists are famous for their prints? What are prints used for? Where can we see prints? How do we make a monoprint? How do we create a print block?	Which artists are famous for their prints? What are prints used for? Where can we see prints? How do we make a monoprint? How do we create a print block?
Skills	Drawing	3D Form	Painting	Painting	Printing	Printing
	Exploring and Developing Ideas Record and explore ideas from first-hand observation and experience. Ask and answer questions about the starting points for their outcomes and develop their ideas. Explore the differences and similarities within the work of artists,	Manipulate clay for different purposes including thumb pots, coil pots and models. Understand the safety and basis care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Explore shape and form	Experiment with tools and techniques, including layering, mixed media. Mix and match colours including artefacts and objects. Work on a range of scales e.g. Suggest large brushes for large paper. Mix a range of secondary colours, shades and tones. Can spread and apply paint to make a background using	Experiment with tools and techniques, including layering, mixed media. Mix and match colours including artefacts and objects. Work on a range of scales e.g. Suggest large brushes for large paper. Mix a range of secondary colours, shades and tones. Can spread and apply paint to make a background using	Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or	Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools





Drawing Techniques Layer different media e.g.  malleable materials such as clay, card and found objects to  backgrounds and context backgrounds and context their own texture prints Can repeat a pattern,  can repeat a pattern,	 craftspeople and	Can handle and	wide brushes and other	wide brushes and other	pressure Can take	or pressure Can take
Drawing Techniques Layer different media e.g. crayons/ pastels Understand the basis use of a sketchbooks and work out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate	designers.	manipulates rigid and	tools to express	tools to express	rubbings from texture to	rubbings from texture to
Layer different media e.g. crayons/ pastels Understand the basis use of a sketchbooks and work out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate  found objects to represent something known and suggest familiar objects or things Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks	_	malleable materials	backgrounds and context	backgrounds and context	understand and inform	understand and inform
Layer different media e.g. crayons/ pastels Understand the basis use of a sketchbooks and work out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate  found objects to represent something known and suggest familiar objects or things Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks  blocks  Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks	Drawing Techniques	such as clay, card and		_	their own texture prints	their own texture prints
Understand the basis use of a sketchbooks and work out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects.  Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills  Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate  known and suggest familiar objects or things Can model in malleable/plastic shapes or forms e.g. bodies/heads and add surface features  branch familiar objects or things Can model in malleable/plastic	Layer different media e.g.	found objects to				Can repeat a pattern,
of a sketchbooks and work out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects.  Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate  of a sketchbooks and work out ideas for drawings tools such as pencils and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features  blocks  blocks  blocks  blocks  blocks  blocks	crayons/ pastels	represent something			randomly placed or tiled	randomly placed or tiled
out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate  things Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features	Understand the basis use	known and suggest			in a grid with a range of	in a grid with a range of
Draw for a sustained period of time from the figure and real objects, including single and grouped objects.  Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills  Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate  malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features	of a sketchbooks and work	familiar objects or			blocks	blocks
period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate  materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features	out ideas for drawings	things Can model in				
figure and real objects, including single and grouped objects.  Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate  form to assemble basic shapes or forms e.g. bodies/heads and add surface features  bodies/heads and add surface features  form to assemble basic shapes or forms e.g. bodies/heads and add surface features  bodies/heads and add surface features  can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate	Draw for a sustained	malleable/plastic				
including single and grouped objects.  Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate	period of time from the	materials and control				
grouped objects.  Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills  Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate	figure and real objects,	form to assemble basic				
Experiment with the visual elements, line, shape, pattern and colour.  Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate	including single and	shapes or forms e.g.				
elements, line, shape, pattern and colour.  Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate	grouped objects.	bodies/heads and add				
Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate	Experiment with the visual	surface features				
Drawing Skills Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate	elements, line, shape,					
Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate	pattern and colour.					
Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate						
tools such as pencils and crayons using them with some dexterity and control to investigate	Drawing Skills					
crayons using them with some dexterity and control to investigate	Can hold and use drawing					
some dexterity and control to investigate	tools such as pencils and					
control to investigate	, –					
	•					
marks and represent their	•					
	·					
observation, memories and ideas with	· ·					
purpose/intention Can use						
a viewfinder to select a						





Metacognit	record what is selected within the frame Can draw carefully in line from observation, recording shapes  Pose questions pose questions to identify and clarify issues, and compare information in their world  Identify and clarify information and ideas Identify and explore information and ideas from source materials	Organise and process information organise information based on similar or relevant ideas from several sources  Imagine possibilities and connect ideas build on what they know to create ideas and possibilities in ways that are new to them develop and/or produce spoken or written texts in print or digital forms	Consider alternatives identify and compare creative ideas to think broadly about a given situation or problem  Seek solutions and put ideas into action investigate options and predict possible outcomes when putting ideas into action	Think about thinking (metacognition) describe the strategies used in given situations and tasks  Reflect on processes outline the details and sequence in a whole task and separate it into workable parts	Transfer knowledge into new contexts use information from a previous experience to inform a new idea  Apply logic and reasoning identify reasoning used in choices or actions in specific situations	Draw conclusions and design a course of action identify alternative courses of action or possible conclusions when presented with information  Evaluate procedures and outcomes evaluate whether they have accomplished what they set out to achieve
Year A Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community





NC	Drawing techniques	<u>Collage</u>	<u>Collage</u>	Painting	Focusing on form/	3D form
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.	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	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	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	surface 3D form  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	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
Knowledge	Which pencils can I use? How do I create shadows?	Which materials should I choose to create texture? How do I create rigid surfaces? How can I improve or adapt my piece?	Which materials should I choose to create texture? How do I create rigid surfaces? How can I improve or adapt my piece?	Which colours can I mix? How can I make warm and cool colours? Can I use colour specific language? What effects can I create by adding things to the paint?	Which materials should I choose to create texture? How do I create rigid surfaces? How can I improve or adapt my piece?	How can I use clay to build a 3D model? Which techniques would be best?





Skill Progressio n

### LKS2 Drawing techniques

Exploring and Developing Ideas

Select and record from first-hand observation, experience and imagination. Question about starting points and select ideas to use in their outcomes. Explore the roles and purposes of artists, craftspeople and designers working in different times.

Drawing Techniques
Make informed choices in
drawing including paper
and media.
Uses a journal/
sketchbook to plan and
develop ideas, gather
evidence and investigate
testing media
Plan, refine and alter their
drawings.
Explores shading, using
different media to achieve

#### LKS2

#### <u>Collage</u> Show an understanding

of shape, space and form.

Can create textured

Can create textured surfaces using rigid and plastic materials and a variety of tools
Can construct a structure in linear or soft media before then covering the surface to make a form

Evaluating and
Developing Outcomes
Compare ideas,
methods and
approaches in their own
and others outcomes.
Adapt their outcomes
according to their views
and describe how they
might develop it further.
UKS2
Can embellish a surface
using a variety of

techniques, including

#### LKS2 Collage

Show an understanding of shape, space and form.
Can create textured surfaces using rigid and plastic materials and a variety of tools
Can construct a structure in linear or soft media before then covering the surface to make a form

Evaluating and Developing Outcomes Compare ideas, methods and approaches in their own and others outcomes. Adapt their outcomes according to their views and describe how they might develop it further.

#### UKS2

Can embellish a surface using a variety of techniques, including drawing, painting and printing Can select and use

#### LKS2 Painting

Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work Make and match colours with increasing accuracy. Use more specific colour language e.g. tine, tone, shade and hue. Choose paints and implements appropriately. Can represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting

#### UKS2

Create shades and tints using black and white.
Choose appropriate paint, paper and implements to

#### Focusing on form/ surface 3D form LKS2

Show an understanding of shape, space and form.
Can create textured surfaces using rigid and plastic materials and a variety of tools Can construct a structure in linear or soft media before then covering the surface to make a form

#### UKS2

Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour
Can recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure

#### 3D form LKS2

Can build in clay a functional form using two/three building techniques and some surface decoration

#### UKS2

Develop skills in using clay including slabs, coils and slips









						"Thore as the Price"
Meta	LKS2	LKS2	LKS2	LKS2	LKS2	LKS2
Cognition						
308	Pose questions pose	Organise and process	Consider alternatives	Think about thinking	Transfer knowledge into	Draw conclusions and
	questions to expand their	information collect,	explore situations using	(metacognition) reflect on,	new contexts transfer and	design a course of action
	knowledge about the	compare, and	creative thinking strategies	explain and check the	apply information in one	draw on prior knowledge
	world	categorise facts and	to propose a range of	processes used to come to	setting to enrich another	and use evidence when
	Identify and clarify	opinions found in a wide	alternatives	conclusions	Apply logic and reasoning	choosing a course of
	information and ideas	range of sources	Seek solutions and put	Reflect on processes	identify and apply	action or drawing a
	identify main ideas and	Imagine possibilities	ideas into action	identify pertinent	appropriate reasoning and	conclusion
	select and clarify	and connect ideas	experiment with a range of	information in an	thinking strategies for	
	information from a range	expand on known ideas	options when seeking	investigation and separate	outcomes	Evaluate procedures and
	of sources	to create new and	solutions and putting ideas	into smaller parts or ideas		outcomes explain and
		imaginative	into action		UKS2	justify ideas and
		combinations		UKS2		outcomes
			UKS2		Transfer knowledge into	
	UKS2	UKS2		Think about thinking	new contexts apply	UKS2
			Consider alternatives	(metacognition) reflect on	knowledge gained from	
	Pose questions pose	Organise and process	identify situations where	assumptions made,	one context to another	Draw conclusions and
	questions to clarify and	information analyse,	current approaches do not	consider reasonable	unrelated context and	design a course of action
	interpret information and	condense, and combine	work, challenge existing	criticism, and adjust their	identify new meaning	scrutinise ideas or
	probe further to discover	relevant information	ideas, and generate	thinking if necessary	Apply logic and reasoning	concepts, test conclusions
	causes and consequences	from multiple sources	alternative solutions	Reflect on processes	assess whether there is	and modify actions when
	Identify and clarify	Imagine possibilities	Seek solutions and put	identify and justify the	adequate reasoning and	designing a course of
	information and ideas	and connect ideas	ideas into action assess and	thinking behind choices	evidence to justify a claim,	action
	identify and clarify	combine ideas in a	test options to identify the	they have made	conclusion, or outcome	
	relevant information and	variety of ways and	most effective solution and			Evaluate procedures and
	prioritise ideas	from a range of sources	put ideas into action			outcomes evaluate the
		to create new				effectiveness of ideas,
		possibilities				products, performances,





						methods, and courses of action against given criteria
Year B Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	Drawing Skills  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	Drawing Skills 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	Collage 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	Painting 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	Painting 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	Photography Skills 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
Knowledge	What is line and tone?	What is line and tone?	Which materials represent different landscape features?	Which colours can I mix? How can I make warm and cool colours?	Which colours can I mix? How can I make warm and cool colours?	What is the best way to take a photograph?





	What is texture and how	What is texture and how	Which materials need	Can I use colour specific	Can I use colour specific	Can I use different
	can I use it in my	can I use it in my	cutting/tearing/joining?	language?	language?	settings on a camera?
	drawings?	drawings?	Which adhesives are best	What effects can I create	What effects can I create	
	Which tool should I use for	Which tool should I use	for joining?	by adding things to the	by adding things to the	
	the best effect?	for the best effect?	Which materials are	paint?	paint?	
			transparent/translucent/op			
			aque?			
Skill	<b>Drawing Skills</b>	<b>Drawing Skills</b>	<u>Collage</u>	<u>Painting</u>	<u>Painting</u>	Photography Skills
Progressio	LKS2	LKS2	LKS2	LKS2	LKS2	LKS2
n	Begin to explore	Begin to explore				
	relationships between line	relationships between	Show an understanding of	Can understand how artists	Can understand how	Can modify an image on a
	and tone, pattern and	line and tone, pattern	shape, space and form.	use warm and cool colour	artists use warm and cool	computer to achieve the
	shape, line and texture.	and shape, line and	Can create textured	using this when mixing	colour using this when	best quality print. Can
	Can use and manipulate a	texture. Can use and	surfaces using rigid and	paint to express a mood in	mixing paint to express a	change the camera
	range of drawing tools	manipulate a range of	plastic materials and a	a work Make and match	mood in a work Make and	settings such as flash, to
	with control	drawing tools with	variety of tools	colours with increasing	match colours with	best capture an image in
	Can use a viewfinder to	control	Can construct a structure in	accuracy. Use more specific	increasing accuracy. Use	low light conditions Can
	select a view and visual	Can use a viewfinder to	linear or soft media before	colour language e.g. tine,	more specific colour	use zoom to best frame
	clues in an image, then	select a view and visual	then covering the surface to	tone, shade and hue.	language e.g. tine, tone,	an image and photograph
	record what is in the	clues in an image, then	make a form	Choose paints and	shade and hue. Choose	from dynamic viewpoints
	frame	record what is in the		implements appropriately.	paints and implements	
	Can draw in line with care	frame	Evaluating and Developing	Can represent things	appropriately. Can	UKS2
	when taking a line for a	Can draw in line with	Outcomes Compare ideas,	observed, remembered or	represent things	
	walk, or in scale applying	care when taking a line	methods and approaches in	imagined, using colour	observed, remembered or	Can plan and take
	rules of simple	for a walk, or in scale	their own	selecting appropriate paint	imagined, using colour	photographs to provide
	perspective	applying rules of simple	and others outcomes. Adapt	and brushes Can explore	selecting appropriate	content to be cut and
	Can use a visual journal/	perspective	their outcomes according to	the effect on paint of	paint and brushes Can	pasted / superimposed
	sketchbook to support the	Can use a visual journal/	their views and describe	adding water, glue, sand,	explore the effect on paint	into other photographic
	development of a design	sketchbook to support	how they might develop it	sawdust and use this in a	of adding water, glue,	images Create simple
	over several stages	the development of a	further.	painting		images on photographic





#### UKS2

Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose Can convey tonal qualities well, showing good understanding of light and dark on form

Drawing techniques Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. design over several stages

#### UKS2

Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose Can convey tonal qualities well, showing good understanding of light and dark on form

Drawing techniques Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

#### UKS2

Can embellish a surface using a variety of techniques, including drawing, painting and printing Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water

Evaluating and Developing Outcomes (As Lower Key Stage 2 but in relation to different contexts)

#### UKS2

Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their outcomes. Carry out preliminary studies, test media and materials and mix appropriate colours. Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting

sand, sawdust and use this in a painting

#### UKS2

Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their outcomes. Carry out preliminary studies, test media and materials and mix appropriate colours. Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting

paper by placing shapes and materials on paper and fixing Take and assemble a sequence of photos to make a flick book and give impressions of movement





LKS2

**Pose questions** pose questions to expand their knowledge about the world

Identify and clarify information and ideas identify main ideas and select and clarify information from a range of sources

UKS2

Pose questions pose questions to clarify and interpret information and probe further to discover causes and consequences

Identify and clarify information and ideas identify and clarify relevant information and prioritise ideas LKS2

Organise and process information collect, compare, and categorise facts and opinions found in a wide range of sources

Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations

UKS2

Organise and process information analyse, condense, and combine relevant information from multiple sources

Imagine possibilities and connect ideas combine ideas in a variety of ways and from a range of sources to create new possibilities LKS2

Consider alternatives
explore situations using
creative thinking strategies
to propose a range of
alternatives
Seek solutions and put
ideas into action

experiment with a range of options when seeking solutions and putting ideas into action

UKS2

Consider alternatives identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions

Seek solutions and put ideas into action assess and test options to identify the most effective solution and put ideas into action

LKS2

Think about thinking (metacognition) reflect on, explain and check the processes used to come to conclusions

Reflect on processes identify pertinent information in an investigation and separate into smaller parts or ideas

UKS2

Think about thinking (metacognition) reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary

Reflect on processes identify and justify the thinking behind choices they have made LKS2

Transfer knowledge into new contexts transfer and apply information in one setting to enrich another

Apply logic and reasoning - identify and apply appropriate reasoning and thinking strategies for outcomes

UKS2

Transfer knowledge into new contexts apply knowledge gained from one context to another unrelated context and identify new meaning

Apply logic and reasoning - assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome

LKS2

Draw conclusions and design a course of action draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion

Evaluate procedures and outcomes explain and justify ideas and outcomes

UKS2

Draw conclusions and design a course of action scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action

**Evaluate procedures and outcomes** evaluate the effectiveness of ideas, products, performances, methods, and courses of





						action against given criteria
Year C Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
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	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	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	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	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	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
Knowledge	What is tone? What is texture? Which pencil should I use? Which pencil should I use?	How do I create texture? Can I use different colours for printing?	Which materials should I choose to create texture? How do I create rigid surfaces?	What fabrics can I use for different techniques? Which stitch is better to use? How do I tie-dye fabrics?	What fabrics can I use for different techniques? Which stitch is better to use? How do I tie-dye fabrics?	Which colours can I mix? How can I make warm and cool colours? Can I use colour specific language?





	What texture techniques	How can I use my	How can I improve or adapt			What effects can I create
	can I use?	environment for	my piece?			by adding things to the
		patterns?				paint?
Skill	Drawing Techniques	Printing	<u>Collage</u>	<u>Textiles</u>	<u>Textiles</u>	Painting
Progressio	LKS2	LKS2	LKS2	LKS2	LKS2	LKS2
n	Select and record from	Printing including	Collect visual information	Use a variety of techniques	Use a variety of	
	first-hand observation,	marbling, silkscreen	from a variety of sources,	such as printing, dying,	techniques such as	Can understand how
	experience and	and coldwater paste.	describing with vocabulary	quilting, weaving,	printing, dying, quilting,	artists use warm and cool
	imagination. Question	Can explore lines, marks	based on the visual and	embroidery, paper and	weaving, embroidery,	colour using this when
	about starting points and	and tones	tactile elements	plastic trappings and	paper and plastic	mixing paint to express a
	select ideas to use in their	through monoprinting o	Can experiment with	applique. Choose textiles as	trappings and applique.	mood in a work Make and
	outcomes. Explore the	n a variety of papers to	creating mood, feeling,	a means of extending their	Choose textiles as a	match colours with
	roles and purposes of	create an image Can	movement and areas of	outcomes already	means of extending their	increasing accuracy. Use
	artists, craftspeople and	explores images and	interest using different	achieved. Can discriminate	outcomes already	more specific colour
	designers working in	recreate texture in a	media	between fabric materials to	achieved. Can discriminate	language e.g. tine, tone,
	different times.	Collagraph print	Can use the natural / town	select and assemble a	between fabric materials	shade and hue. Choose
		using e.g. corrugated	environment as a stimulus	constructed form	to select and assemble a	paints and implements
	Drawing Techniques	card, string, press print	for a mixed media work to	Can print on fabric using a	constructed form	appropriately. Can
	Make informed choices in	Can explore colour	convey meaning	monoprint block or tile, or	Can print on fabric using a	represent things
	drawing including paper	mixing through printing,		as part of a group using a	monoprint block or tile, or	observed, remembered or
	and media.	using two coloured inks	UKS2	simple stencil	as part of a group using a	imagined, using colour
	Uses a journal/	a roller and stencil or		Can attach different	simple stencil	selecting appropriate
	sketchbook to plan and	press print.	Can embellish a surface	elements using stitching,	Can attach different	paint and brushes Can
	develop ideas, gather		using a variety of	using straight stitch,	elements using stitching,	explore the effect on
	evidence and investigate	UKS2	techniques, including	running or cross-stitch.	using straight stitch,	paint of adding water,
	testing media		drawing, painting and		running or cross-stitch.	glue, sand, sawdust and
	Plan, refine and alter their	Choose the printing	printing Can select and use	UKS2		use this in a painting
	drawings.	method appropriate to	found materials with art		UKS2	
		the task. Familiar with	media and adhesives to			UKS2





Explores shading, using different media to achieve a range of light and dark tones, black to white Draws familiar things from different viewpoints and combines images to make new images

#### UKS2

**Drawing Techniques** 

Develop ideas using different or mixed media, using a sketchbook. Plans and completes extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials Confidently and strongly uses charcoal/pastels in response to light and dark, layering prints. Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)

Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone Can explore colour mixing through printing, using two coloured inks a roller and stencil or press print/ Easiprint poly ②blocks Can recreate a scene and detail remembered, observed or imagined, through collage relief Can design prints for a purpose e.g. fabrics, book covers, wallpaper or wrapping pape

assemble and represent a surface or thing e.g. water

Evaluating and Developing Outcomes (As Lower Key Stage 2 but in relation to different contexts)

Aware of the different sizes of fabrics and materials Can select and use contrasting colours and textures in stitching and weaving Use specified sewing techniques for specific purposes. Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact Can dve fabrics and use tie-dve techniques to control and create a fabric image

Aware of the different sizes of fabrics and materials Can select and use contrasting colours and textures in stitching and weaving Use specified sewing techniques for specific purposes. Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact Can dye fabrics and use tie-dye techniques to control and create a fabric image

Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their outcomes. Carry out preliminary studies, test media and materials and mix appropriate colours. Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting





shadows and well-lit					
areas					
LKS2	LKS2	LKS2	LKS2	LKS2	LKS2
Pose questions pose	Organise and process	Consider alternatives	Think about thinking	Transfer knowledge into	Draw conclusions and
questions to expand their	information collect,	explore situations using	(metacognition) reflect on,	<b>new contexts</b> transfer and	design a course of action
knowledge about the	compare, and	creative thinking strategies	explain and check the	apply information in one	draw on prior knowledge
world	categorise facts and	to propose a range of	processes used to come to	setting to enrich another	and use evidence when
	opinions found in a wide	alternatives	conclusions		choosing a course of
Identify and clarify	range of sources	Seek solutions and put		Apply logic and reasoning	action or drawing a
information and ideas		ideas into action	Reflect on processes	- identify and apply	conclusion
identify main ideas and	Imagine possibilities	experiment with a range of	identify pertinent	appropriate reasoning and	
select and clarify	and connect ideas	options when seeking	information in an	thinking strategies for	Evaluate procedures and
information from a range	expand on known ideas	solutions and putting ideas	investigation and separate	outcomes	outcomes explain and
of sources	to create new and	into action	into smaller parts or ideas		justify ideas and
	imaginative			UKS2	outcomes
	combinations	UKS2	UKS2		
				Transfer knowledge into	UKS2
UKS2	UKS2	Consider alternatives	Think about thinking	new contexts apply	
		identify situations where	(metacognition) reflect on	knowledge gained from	Draw conclusions and
Pose questions pose	Organise and process	current approaches do not	assumptions made,	one context to another	design a course of action
questions to clarify and	information analyse,	work, challenge existing	consider reasonable	unrelated context and	scrutinise ideas or
interpret information and	condense, and combine	ideas, and generate	criticism, and adjust their	identify new meaning	concepts, test conclusions
probe further to discover	relevant information	alternative solutions	thinking if necessary		and modify actions when
causes and consequences	from multiple sources			Apply logic and reasoning	designing a course of
		Seek solutions and put	Reflect on processes	- assess whether there is	action
Identify and clarify	Imagine possibilities	ideas into action assess and	identify and justify the	adequate reasoning and	
information and ideas	and connect ideas	test options to identify the	thinking behind choices	evidence to justify a claim,	Evaluate procedures and
identify and clarify	combine ideas in a	most effective solution and	they have made	conclusion, or outcome	outcomes evaluate the
	variety of ways and	put ideas into action			





	relevant information and prioritise ideas	from a range of sources to create new possibilities				effectiveness of ideas, products, performances, methods, and courses of action against given criteria
Year D Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
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	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	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	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	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	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





Knowledge	What is tone? What is texture? Which pencil should I use? Which pencil should I use? What texture techniques can I use?	How can I use computers to create a repeating pattern?	How can I use computers to create a repeating pattern?	How can I be successful in using papier mache? Can I make a mould and use plaster?	How can I be successful in using papier mache? Can I make a mould and use plaster?	Which colours can I mix? How can I make warm and cool colours? Can I use colour specific language? What effects can I create by adding things to the
Skill	Drawing Skills	Digital Skills	Digital Skills	3D form	3D form	paint?  Painting
Progressio	LKS2	LKS2	LKS2	LKS2	LKS2	LKS2
n						
''	Begin to explore	Can create a motif in	Can create a motif in lines	Can design and make a 3D	Can design and make a 3D	Can understand how
	relationships between line	lines and shapes, copy	and shapes, copy and paste	form as a maquetté for a	form as a <mark>maquetté</mark> for a	artists use warm and cool
	and tone, pattern and	and paste to create a	to create a simple repeat	larger imagined piece and	larger imagined piece and	colour using this when
	shape, line and texture.	simple repeat pattern	pattern Can use a digital	consider form / function	consider form / function	mixing paint to express a
	Can use and manipulate a	Can use a digital camera	camera and combine a	Can identify and assemble	Can identify and assemble	mood in a work Make and
	range of drawing tools	and combine a photo	photo with drawing in a	found materials to make a	found materials to make a	match colours with
	with control Can use a	with drawing in a paint	paint program Can animate	new form, carefully	new form, carefully	increasing accuracy. Use
	viewfinder to select a view	program Can animate a	a simple sequence of marks	covering with ModRoc or	covering with ModRoc or	more specific colour
	and visual clues in an	simple sequence of	over several frames to make	papier maché	papier maché	language e.g. tine, tone,
	image, then record what is	marks over several	a time-based presentation/			shade and hue. Choose
	in the frame Can draw in	frames to make a time-	animation	UKS2	<u>UKS2</u>	paints and implements
	line with care when taking	based presentation/				appropriately. Can
	a line for a walk, or in	animation	UKS2	Make a mould and use	Make a mould and use	represent things
	scale applying rules of			plaster safely.	plaster safely.	observed, remembered or
	simple perspective Can	UKS2	Can use a paint programme			imagined, using colour
	use a visual journal/		to develop virtual designs	Can use study of 3D work	Can use study of 3D work	selecting appropriate
	sketchbook to support the		for a painting, print or 3D	from a variety of genres	from a variety of genres	paint and brushes Can





LKS2	LKS2	LKS2	LKS2	LKS2	LKS2
pattern, texture, colour and shape.					other artists/cultures informing their painting
elements, line, tone,					exploring the work of
properties of the visual					composition when
Explore the potential					forms, shapes, and
Drawing techniques					Can plan/paint symbols,
dark off form					applying paint in layers
dark on form					and splashes, and
well, showing good understanding of light and					of tools and techniques such as dots, scratches
Can convey tonal qualities					effects by using a variety
evidence for a purpose	sound				Can create different
several studies as visual	presentation with				mix appropriate colours.
compile and develop	make a time-based				media and materials and
is in the frame and	drawings/ photos to				preliminary studies, test
viewfinder to record what	simple sequence of				outcomes. Carry out
select a view and use a	setting Can animate a				adapt and extend their
from observation Can	into a photographic				paper and implements to
to accurately represent	selected component	presentation with sound			Choose appropriate paint,
with control and dexterity	program to insert one	make a time-based			using black and white.
drawing tools, using them	photography and an art	of drawings/ photos to			Create shades and tints
manipulate a range of	using digital	animate a simple sequence			
Can select , use and	a virtual work of art	photographic setting Can			UKS2
	work Confidently create	selected component into a	design	design	
UKS2	painting, print or 3D	art program to insert one	experimentation and	experimentation and	use this in a painting
3	virtual designs for a	digital photography and an	through models,	through models,	glue, sand, sawdust and
over several stages	programme to develop	virtual work of art using	their own response	their own response	paint of adding water,
development of a design	Can use a paint	work Confidently create a	and cultures to develop	and cultures to develop	explore the effect on





**Pose questions** pose questions to expand their knowledge about the world

Identify and clarify information and ideas identify main ideas and select and clarify information from a range of sources

#### UKS2

Pose questions pose questions to clarify and interpret information and probe further to discover causes and consequences

Identify and clarify information and ideas identify and clarify relevant information and prioritise ideas Organise and process information collect, compare, and categorise facts and opinions found in a wide range of sources

Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations

#### UKS2

Organise and process information analyse, condense, and combine relevant information from multiple sources

Imagine possibilities and connect ideas combine ideas in a variety of ways and from a range of sources to create new possibilities Consider alternatives explore situations using creative thinking strategies

to propose a range of alternatives

Seek solutions and put

ideas into action experiment with a range of options when seeking solutions and putting ideas into action

#### UKS2

Consider alternatives identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions

Seek solutions and put ideas into action assess and test options to identify the most effective solution and put ideas into action Think about thinking (metacognition) reflect on, explain and check the processes used to come to conclusions

Reflect on processes identify pertinent information in an investigation and separate into smaller parts or ideas

UKS2

Think about thinking (metacognition) reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary

Reflect on processes identify and justify the thinking behind choices they have made Transfer knowledge into new contexts transfer and apply information in one setting to enrich another

Apply logic and reasoning - identify and apply appropriate reasoning and thinking strategies for outcomes

UKS2

Transfer knowledge into new contexts apply knowledge gained from one context to another unrelated context and identify new meaning

Apply logic and reasoning
- assess whether there is
adequate reasoning and
evidence to justify a claim,
conclusion, or outcome

Draw conclusions and design a course of action draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion

Evaluate procedures and outcomes explain and justify ideas and outcomes

UKS2

Draw conclusions and design a course of action scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action

Evaluate procedures and outcomes evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria



