



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

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	the process they have used. 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 express their ideas and feelings.	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 express their ideas and feelings.	the process they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Year A Owls	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 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 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	Painting 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 create sketch books to record their observations and use them to review and revisit ideas ▪ to	3D Form <i>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 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</i>	Collage 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 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	Collage 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 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	Photography Skills <i>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.</i>



	drawing, painting and sculpture with a range of materials ▪ about great artists, architects and designers in history	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	<i>drawing, painting and sculpture with a range of materials ▪ about great artists, architects and designers in history</i>	drawing, painting and sculpture with a range of materials ▪ about great artists, architects and designers in history	drawing, painting and sculpture with a range of materials ▪ about great artists, architects and designers in history	
Knowledge	<i>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?</i>	<i>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?</i>	<i>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?</i>	What is collage? which materials are best for layering? Which properties of materials are best suited to represent different objects ideas? Which is the best way to stick the collage materials?	What is collage? which materials are best for layering? Which properties of materials are best suited to represent different objects ideas? Which is the best way to stick the collage materials?	<i>Which artists are famous for their photography work? What makes a good photo? What do we need to think about eg composition, background effects, weather, light?</i>
Skill Progression	Drawing 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	Painting 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	3D Form 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	Collage Use a wide variety of materials including fabric, plastic, tissue, crepe paper etc Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture Can select, sort and modify by,	Collage Use a wide variety of materials including fabric, plastic, tissue, crepe paper etc Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture Can select, sort and	Photography Skills Can identify and recognise examples of photography as a visual tool and an art form. Can suggest how the photographer organised the elements or recording of the image Can select photographs for a theme, creative purpose or to

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	<p>develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers.</p> <p>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.</p> <p>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 and ideas with</p>	<p>brushes for large paper. Mix a range of secondary colours, shades and tones. Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</p>	<p>more confidently. Explore shape and form Can handle and manipulates rigid and malleable materials such as clay, card and 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</p>	<p>cutting, tearing with care before adding other marks and colour to represent an idea</p>	<p>modify by, cutting, tearing with care before adding other marks and colour to represent an idea</p>	<p>provide ideas for their own work (content, colour or composition)</p> <p>Digital Skills- Computing Link</p> <p>Can open and use an art program, selecting simple tools to make lines, shapes and pour colours Can control the size of mark and select colours, and use predefined shapes, motifs and stamps Can copy and paste areas of the image, save and print the image</p>
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	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	<p>Pose questions pose questions to identify and clarify issues, and compare information in their world</p> <p>Identify and clarify information and ideas Identify and explore information and ideas from source materials</p>	<p>Organise and process information organise information based on similar or relevant ideas from several sources</p> <p>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</p>	<p>Consider alternatives identify and compare creative ideas to think broadly about a given situation or problem</p> <p>Seek solutions and put ideas into action investigate options and predict possible outcomes when putting ideas into action</p>	<p>Think about thinking (metacognition) describe the strategies used in given situations and tasks</p> <p>Reflect on processes outline the details and sequence in a whole task and separate it into workable parts</p>	<p>Transfer knowledge into new contexts use information from a previous experience to inform a new idea</p> <p>Apply logic and reasoning identify reasoning used in choices or actions in specific situations</p>	<p>Draw conclusions and design a course of action identify alternative courses of action or possible conclusions when presented with information</p> <p>Evaluate procedures and outcomes evaluate whether they have accomplished what they set out to achieve</p>



Year B Owls	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Civilisation and Democracy	Culture	All Around The World	Exploration and discoveries	Natural Wonder	Community
NC Objectives	<p>Drawing</p> <p><i>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 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</i></p>	<p>3D Form</p> <p><i>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 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</i></p>	<p>Painting</p> <p><i>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 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</i></p>	<p>Painting</p> <p><i>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 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</i></p>	<p>Printing</p> <p><i>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 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</i></p>	<p>Printing</p> <p><i>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 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</i></p>

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<p>Knowledge</p>	<p><i>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?</i></p>	<p><i>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?</i></p>	<p><i>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?</i></p>	<p><i>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?</i></p>	<p><i>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?</i></p>	<p><i>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?</i></p>
<p>Skills</p>	<p>Drawing</p> <p>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,</p>	<p>3D Form</p> <p>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</p>	<p>Painting</p> <p>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</p>	<p>Painting</p> <p>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</p>	<p>Printing</p> <p>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</p>	<p>Printing</p> <p>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</p>

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	<p>craftspeople and designers.</p> <p>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.</p> <p>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 and ideas with purpose/intention Can use a viewfinder to select a</p>	<p>Can handle and manipulates rigid and malleable materials such as clay, card and 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</p>	<p>wide brushes and other tools to express backgrounds and context</p>	<p>wide brushes and other tools to express backgrounds and context</p>	<p>pressure Can take rubbings from texture to understand and inform their own texture prints Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks</p>	<p>or pressure Can take rubbings from texture to understand and inform their own texture prints Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks</p>
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	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					
Metacognition	<p>Pose questions pose questions to identify and clarify issues, and compare information in their world</p> <p>Identify and clarify information and ideas Identify and explore information and ideas from source materials</p>	<p>Organise and process information organise information based on similar or relevant ideas from several sources</p> <p>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</p>	<p>Consider alternatives identify and compare creative ideas to think broadly about a given situation or problem</p> <p>Seek solutions and put ideas into action investigate options and predict possible outcomes when putting ideas into action</p>	<p>Think about thinking (metacognition) describe the strategies used in given situations and tasks</p> <p>Reflect on processes outline the details and sequence in a whole task and separate it into workable parts</p>	<p>Transfer knowledge into new contexts use information from a previous experience to inform a new idea</p> <p>Apply logic and reasoning identify reasoning used in choices or actions in specific situations</p>	<p>Draw conclusions and design a course of action identify alternative courses of action or possible conclusions when presented with information</p> <p>Evaluate procedures and outcomes evaluate whether they have accomplished what they set out to achieve</p>
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

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<p>NC Objectives</p>	<p><u>Drawing techniques</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	<p><u>Collage</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>	<p><u>Collage</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>	<p><u>Painting</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>	<p><u>Focusing on form/ surface 3D form</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>	<p><u>3D form</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>
<p>Knowledge</p>	<p><i>Which pencils can I use? How do I create shadows?</i></p>	<p><i>Which materials should I choose to create texture? How do I create rigid surfaces? How can I improve or adapt my piece?</i></p>	<p><i>Which materials should I choose to create texture? How do I create rigid surfaces? How can I improve or adapt my piece?</i></p>	<p><i>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?</i></p>	<p><i>Which materials should I choose to create texture? How do I create rigid surfaces? How can I improve or adapt my piece?</i></p>	<p><i>How can I use clay to build a 3D model? Which techniques would be best?</i></p>



<p>Skill Progression</p>	<p><u>LKS2</u> <u>Drawing techniques</u></p> <p>Exploring and Developing Ideas</p> <p>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.</p> <p>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</p>	<p><u>LKS2</u> <u>Collage</u></p> <p>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</p> <p>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.</p> <p><u>UKS2</u> Can embellish a surface using a variety of techniques, including</p>	<p><u>LKS2</u> <u>Collage</u></p> <p>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</p> <p>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.</p> <p><u>UKS2</u> Can embellish a surface using a variety of techniques, including drawing, painting and printing Can select and use</p>	<p><u>LKS2</u> <u>Painting</u></p> <p>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. tints, shades and hues. 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</p> <p><u>UKS2</u> Create shades and tints using black and white. Choose appropriate paint, paper and implements to</p>	<p><u>Focusing on form/surface 3D form</u> <u>LKS2</u></p> <p>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</p> <p><u>UKS2</u> 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</p>	<p><u>3D form</u> <u>LKS2</u></p> <p>Can build in clay a functional form using two/three building techniques and some surface decoration</p> <p><u>UKS2</u> Develop skills in using clay including slabs, coils and slips</p>
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	<p>a range of light and dark tones, black to white Draws familiar things from different viewpoints and combines images to make new images</p> <p><u>UKS2</u> Drawing Techniques</p> <p>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, shadows and well-lit areas</p>	<p>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</p> <p>Evaluating and Developing Outcomes (As Lower Key Stage 2 but in relation to different contexts)</p>	<p>found materials with art media and adhesives to assemble and represent a surface or thing e.g. water</p> <p>Evaluating and Developing Outcomes (As Lower Key Stage 2 but in relation to different contexts)</p>	<p>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</p>		
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<p>Meta Cognition</p>	<p>LKS2</p> <p>Pose questions pose questions to expand their knowledge about the world</p> <p>Identify and clarify information and ideas identify main ideas and select and clarify information from a range of sources</p> <p>UKS2</p> <p>Pose questions pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p>Identify and clarify information and ideas identify and clarify relevant information and prioritise ideas</p>	<p>LKS2</p> <p>Organise and process information collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p>Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations</p> <p>UKS2</p> <p>Organise and process information analyse, condense, and combine relevant information from multiple sources</p> <p>Imagine possibilities and connect ideas combine ideas in a variety of ways and from a range of sources to create new possibilities</p>	<p>LKS2</p> <p>Consider alternatives explore situations using creative thinking strategies to propose a range of alternatives</p> <p>Seek solutions and put ideas into action experiment with a range of options when seeking solutions and putting ideas into action</p> <p>UKS2</p> <p>Consider alternatives identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p>Seek solutions and put ideas into action assess and test options to identify the most effective solution and put ideas into action</p>	<p>LKS2</p> <p>Think about thinking (metacognition) reflect on, explain and check the processes used to come to conclusions</p> <p>Reflect on processes identify pertinent information in an investigation and separate into smaller parts or ideas</p> <p>UKS2</p> <p>Think about thinking (metacognition) reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p>Reflect on processes identify and justify the thinking behind choices they have made</p>	<p>LKS2</p> <p>Transfer knowledge into new contexts transfer and apply information in one setting to enrich another</p> <p>Apply logic and reasoning identify and apply appropriate reasoning and thinking strategies for outcomes</p> <p>UKS2</p> <p>Transfer knowledge into new contexts apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p>Apply logic and reasoning assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p>LKS2</p> <p>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</p> <p>Evaluate procedures and outcomes explain and justify ideas and outcomes</p> <p>UKS2</p> <p>Draw conclusions and design a course of action scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p>Evaluate procedures and outcomes evaluate the effectiveness of ideas, products, performances,</p>
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						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	<p><u>Drawing Skills</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>	<p><u>Drawing Skills</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>	<p><u>Collage</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>	<p><u>Painting</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>	<p><u>Painting</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>	<p><u>Photography Skills</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history</p>
Knowledge	<i>What is line and tone?</i>	<i>What is line and tone?</i>	<i>Which materials represent different landscape features?</i>	<i>Which colours can I mix? How can I make warm and cool colours?</i>	<i>Which colours can I mix? How can I make warm and cool colours?</i>	<i>What is the best way to take a photograph?</i>



	<i>What is texture and how can I use it in my drawings? Which tool should I use for the best effect?</i>	<i>What is texture and how can I use it in my drawings? Which tool should I use for the best effect?</i>	<i>Which materials need cutting/tearing/joining? Which adhesives are best for joining? Which materials are transparent/translucent/opaque?</i>	<i>Can I use colour specific language? What effects can I create by adding things to the paint?</i>	<i>Can I use colour specific language? What effects can I create by adding things to the paint?</i>	<i>Can I use different settings on a camera?</i>
Skill Progression	<p><u>Drawing Skills</u> <u>LKS2</u> Begin to explore relationships between line and tone, pattern and shape, line and texture. Can use and manipulate a range of drawing tools with control Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective Can use a visual journal/sketchbook to support the development of a design over several stages</p>	<p><u>Drawing Skills</u> <u>LKS2</u> Begin to explore relationships between line and tone, pattern and shape, line and texture. Can use and manipulate a range of drawing tools with control Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective Can use a visual journal/sketchbook to support the development of a</p>	<p><u>Collage</u> <u>LKS2</u> 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.</p>	<p><u>Painting</u> <u>LKS2</u> 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. tints, 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</p>	<p><u>Painting</u> <u>LKS2</u> 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. tints, 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,</p>	<p><u>Photography Skills</u> <u>LKS2</u> Can modify an image on a computer to achieve the best quality print. Can change the camera settings such as flash, to best capture an image in low light conditions Can use zoom to best frame an image and photograph from dynamic viewpoints <u>UKS2</u> Can plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images Create simple images on photographic</p>



	<p><u>UKS2</u></p> <p>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</p> <p>Drawing techniques Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>design over several stages</p> <p><u>UKS2</u></p> <p>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</p> <p>Drawing techniques Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p><u>UKS2</u></p> <p>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</p> <p>Evaluating and Developing Outcomes (As Lower Key Stage 2 but in relation to different contexts)</p>	<p><u>UKS2</u></p> <p>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</p>	<p>sand, sawdust and use this in a painting</p> <p><u>UKS2</u></p> <p>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</p>	<p>paper by placing shapes and materials on paper and fixing</p> <p>Take and assemble a sequence of photos to make a flick book and give impressions of movement</p>
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<p>LKS2</p> <p>Pose questions pose questions to expand their knowledge about the world</p> <p>Identify and clarify information and ideas identify main ideas and select and clarify information from a range of sources</p>	<p>LKS2</p> <p>Organise and process information collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p>Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations</p>	<p>LKS2</p> <p>Consider alternatives explore situations using creative thinking strategies to propose a range of alternatives</p> <p>Seek solutions and put ideas into action experiment with a range of options when seeking solutions and putting ideas into action</p>	<p>LKS2</p> <p>Think about thinking (metacognition) reflect on, explain and check the processes used to come to conclusions</p> <p>Reflect on processes identify pertinent information in an investigation and separate into smaller parts or ideas</p>	<p>LKS2</p> <p>Transfer knowledge into new contexts transfer and apply information in one setting to enrich another</p> <p>Apply logic and reasoning - identify and apply appropriate reasoning and thinking strategies for outcomes</p>	<p>LKS2</p> <p>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</p> <p>Evaluate procedures and outcomes explain and justify ideas and outcomes</p>
<p>UKS2</p> <p>Pose questions pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p>Identify and clarify information and ideas identify and clarify relevant information and prioritise ideas</p>	<p>UKS2</p> <p>Organise and process information analyse, condense, and combine relevant information from multiple sources</p> <p>Imagine possibilities and connect ideas combine ideas in a variety of ways and from a range of sources to create new possibilities</p>	<p>UKS2</p> <p>Consider alternatives identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p>Seek solutions and put ideas into action assess and test options to identify the most effective solution and put ideas into action</p>	<p>UKS2</p> <p>Think about thinking (metacognition) reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p>Reflect on processes identify and justify the thinking behind choices they have made</p>	<p>UKS2</p> <p>Transfer knowledge into new contexts apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p>Apply logic and reasoning - assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p>UKS2</p> <p>Draw conclusions and design a course of action scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p>Evaluate procedures and outcomes evaluate the effectiveness of ideas, products, performances, methods, and courses of</p>



						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	<i>What is tone? What is texture? Which pencil should I use? Which pencil should I use?</i>	<i>How do I create texture? Can I use different colours for printing?</i>	<i>Which materials should I choose to create texture? How do I create rigid surfaces?</i>	<i>What fabrics can I use for different techniques? Which stitch is better to use? How do I tie-dye fabrics?</i>	<i>What fabrics can I use for different techniques? Which stitch is better to use? How do I tie-dye fabrics?</i>	<i>Which colours can I mix? How can I make warm and cool colours? Can I use colour specific language?</i>



	<i>What texture techniques can I use?</i>	<i>How can I use my environment for patterns?</i>	<i>How can I improve or adapt my piece?</i>			<i>What effects can I create by adding things to the paint?</i>
Skill Progression	<p><u>Drawing Techniques</u> <u>LKS2</u> 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.</p> <p><u>Drawing Techniques</u> 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.</p>	<p><u>Printing</u> <u>LKS2</u> Printing including marbling, silkscreen and coldwater paste. Can explore lines, marks and tones through monoprinting on a variety of papers to create an image Can explores images and recreate texture in a Collagraph print using e.g. corrugated card, string, press print Can explore colour mixing through printing, using two coloured inks a roller and stencil or press print.</p> <p><u>UKS2</u> Choose the printing method appropriate to the task. Familiar with</p>	<p><u>Collage</u> <u>LKS2</u> Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements Can experiment with creating mood, feeling, movement and areas of interest using different media Can use the natural / town environment as a stimulus for a mixed media work to convey meaning</p> <p><u>UKS2</u> 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</p>	<p><u>Textiles</u> <u>LKS2</u> Use a variety of techniques such as printing, dying, quilting, weaving, embroidery, paper and plastic trappings and applique. Choose textiles as a means of extending their outcomes already achieved. Can discriminate between fabric materials to select and assemble a constructed form Can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil Can attach different elements using stitching, using straight stitch, running or cross-stitch.</p> <p><u>UKS2</u></p>	<p><u>Textiles</u> <u>LKS2</u> Use a variety of techniques such as printing, dying, quilting, weaving, embroidery, paper and plastic trappings and applique. Choose textiles as a means of extending their outcomes already achieved. Can discriminate between fabric materials to select and assemble a constructed form Can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil Can attach different elements using stitching, using straight stitch, running or cross-stitch.</p> <p><u>UKS2</u></p>	<p><u>Painting</u> <u>LKS2</u> 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. tinge, 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</p> <p><u>UKS2</u></p>



	<p>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</p> <p>UKS2 Drawing Techniques</p> <p>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,</p>	<p>layering prints. Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>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 blocks 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 paper</p>	<p>assemble and represent a surface or thing e.g. water</p> <p>Evaluating and Developing Outcomes (As Lower Key Stage 2 but in relation to different contexts)</p>	<p>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</p>	<p>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</p>	<p>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</p>
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	shadows and well-lit areas					
	<p>LKS2</p> <p>Pose questions pose questions to expand their knowledge about the world</p> <p>Identify and clarify information and ideas identify main ideas and select and clarify information from a range of sources</p> <p>UKS2</p> <p>Pose questions pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p>Identify and clarify information and ideas identify and clarify</p>	<p>LKS2</p> <p>Organise and process information collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p>Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations</p> <p>UKS2</p> <p>Organise and process information analyse, condense, and combine relevant information from multiple sources</p> <p>Imagine possibilities and connect ideas combine ideas in a variety of ways and</p>	<p>LKS2</p> <p>Consider alternatives explore situations using creative thinking strategies to propose a range of alternatives</p> <p>Seek solutions and put ideas into action experiment with a range of options when seeking solutions and putting ideas into action</p> <p>UKS2</p> <p>Consider alternatives identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p>Seek solutions and put ideas into action assess and test options to identify the most effective solution and put ideas into action</p>	<p>LKS2</p> <p>Think about thinking (metacognition) reflect on, explain and check the processes used to come to conclusions</p> <p>Reflect on processes identify pertinent information in an investigation and separate into smaller parts or ideas</p> <p>UKS2</p> <p>Think about thinking (metacognition) reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p>Reflect on processes identify and justify the thinking behind choices they have made</p>	<p>LKS2</p> <p>Transfer knowledge into new contexts transfer and apply information in one setting to enrich another</p> <p>Apply logic and reasoning - identify and apply appropriate reasoning and thinking strategies for outcomes</p> <p>UKS2</p> <p>Transfer knowledge into new contexts apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p>Apply logic and reasoning - assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p>LKS2</p> <p>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</p> <p>Evaluate procedures and outcomes explain and justify ideas and outcomes</p> <p>UKS2</p> <p>Draw conclusions and design a course of action scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p>Evaluate procedures and outcomes evaluate the</p>

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



<p>development of a design over several stages</p> <p>UKS2</p> <p>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</p> <p>Drawing techniques Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Can use a paint programme to develop virtual designs for a painting, print or 3D work Confidently create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting Can animate a simple sequence of drawings/ photos to make a time-based presentation with sound</p>	<p>work Confidently create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting Can animate a simple sequence of drawings/ photos to make a time-based presentation with sound</p>	<p>and cultures to develop their own response through models, experimentation and design</p>	<p>and cultures to develop their own response through models, experimentation and design</p>	<p>explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting</p> <p>UKS2</p> <p>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</p>
<p>LKS2</p>	<p>LKS2</p>	<p>LKS2</p>	<p>LKS2</p>	<p>LKS2</p>	<p>LKS2</p>



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

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