



**Over St. John's CE Primary School**  
 'Let your light shine before others.' Matthew 5:16  
**Art Progression of Skills and Knowledge**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Drawing</b>	<p><u>Skills</u> I can look and talk about what I have produced, describing simple techniques and media used.</p> <p>I can use a variety of tools to make marks- pencils, paint, sticks, chalk &amp; water.</p> <p>I can draw from observation.</p>	<p><u>Skills</u> I can explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder, and body. Work at a scale to accommodate exploration.</p> <p>I can use colour (pastels, chalks) intuitively to develop drawings.</p> <p>I can draw from paused film or photographs, observing detail using pencil, graphite, handwriting pen.</p> <p>I can draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</p>	<p><u>Skills</u> I can visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing.</p> <p>I can use drawing exercises to focus an exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>I can work with care and focus, enjoying making drawings which are unrushed.</p> <p>I can explore quality of line, texture, and shape.</p>	<p><u>Skills</u> I can make marks with charcoal using hands as tools.</p> <p>I can explore qualities of mark available using charcoal.</p> <p>I can make charcoal drawings which explore Chiaroscuro, and which explore narrative/drama through lighting/shadow.</p> <p>I can explore making gestural drawings with charcoal using the whole body.</p> <p>I can develop mark making skills by deconstructing the work of artists.</p> <p>I can use imaginative and observational</p>	<p><u>Skills</u> I can create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood.</p> <p>I can use light and portray light/shadow.</p> <p>I can interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite, or ink.</p> <p>I can use colour, composition,</p>	<p><u>Skills</u> I can create fonts inspired by objects/elements around me. Use close observational drawing with pen to inspire and use creative skills to transform into letters.</p> <p>I can draw over maps/existing marks to explore how I can make mark making more visually powerful.</p> <p>I can combine drawing with making to create pictorial / 3- dimension maps which explore qualities of my personality or otherwise respond to a theme.</p>	<p><u>Skills</u> I can explore using negative and positive space to "see" and draw a simple element/object.</p> <p>I can use the grid system to scale up the image above, transferring the image onto card.</p> <p>I can use collage to add tonal marks to the "flat image."</p>

	<p><b><u>Knowledge</u></b> I know that we can control the marks we make by being aware of how we hold a drawing tool, how much pressure we apply and how fast or slow we move.</p> <p>I know that we can draw from observation.</p>	<p><b><u>Knowledge</u></b> I know drawing is physical and can be an emotional activity. That when we draw, we can move our whole body.</p> <p>I know that we control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply and how fast or slow we move.</p> <p>I know that we can draw from</p>	<p>I can create final collaged drawings which explores composition.</p> <p><b><u>Knowledge</u></b> I know that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>I know that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip, and speed to affect line.</p>	<p>drawing skills to make drawings of people/animals which can be animated. Consider background, foreground, and subject.</p> <p><b><u>Knowledge</u></b> I know that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>I know charcoal and earth pigment were our first drawing tools as humans.</p> <p>I know that Chiaroscuro means “light/dark,” and we can use the concept to explore tone in drawings.</p>	<p>elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p> <p>I can use a variety of drawing media including charcoal, graphite, wax resist, and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</p> <p><b><u>Knowledge</u></b> I know that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p>I know artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artist’s work with pattern to create paintings or other works. I know working with pattern uses lots of</p>	<p>I can explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</p> <p>I can use charcoal, graphite, pencil, pastel to create atmospheric drawings.</p> <p><b><u>Knowledge</u></b> I know that designers create fonts and work with Typography.</p> <p>I know that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</p>	<p><b><u>Knowledge</u></b> I know that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</p> <p>I know that graphic designers use typography and image to create packaging which we aspire to use.</p> <p>I know that there are technical processes we can use to help us</p>
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	<p><b>Vocabulary</b> circle, movement, pressure, motion, line, small, big, slow, larger, faster, careful hand, wrist, elbow, shoulder graphite, chalk, pen drawing surface, oil pastel, dark, light, making colour, sketchbook, pages, measure, size, observation, careful looking, object, drawing, colour reflect, discuss, share, think</p>	<p>observation or imagination.</p> <p>I know there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p><b>Vocabulary</b> spiral, continuous line, blending, mark, pattern, elastic band, cover, “spaces and places” water soluble,</p>	<p><b>Vocabulary</b> explore, collect, resee, imagine, curious, present, re-present, arrange, composition, photograph, focus, shade, observational drawing, close study, draw slowly, intention, pressure, sense of touch, wax resist, graphite, watercolour, brusho, pencil, mark making, one, reflect, present, share, discuss, feedback</p>	<p>I know that animators make drawings that move.</p> <p><b>Vocabulary</b> loose, expressive, sweeping, fast, slow, gentle, energetic. chiaroscuro, tone, tonal values, dark, light, midtone, squint. hands, handprints, tools, positive &amp; negative shapes, silhouette, drama, lighting, shadow, atmosphere, narrative repetitive, motion, echo, memory, trace, dance, film, composition, focus, lighting.</p>	<p>different concepts including repetition, sequencing, symmetry.</p> <p>I know that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <p><b>Vocabulary</b> illustration, inspiration, interpretation, original source, respond, response. graphic novel, illustrator, poetry, prose, stage, arrange, quality of line, line weight, mark medium, graphite, ink, pen, quill, brush, sequencing, visual literacy, articulate, crit, similarities, and differences,</p>	<p><b>Vocabulary</b> typography, lettering, graphics, design, communicate, emotions, purpose, intention, playful, exploratory, visual impact, pictorial maps,</p>	<p>see, draw, and scale up our work.</p> <p><b>Vocabulary</b> 2d drawing, 3d object, packaging, negative space, grid method, scaling up, net, graphic design, collage, structure,</p>
<p><b>Sketchbook</b></p>	<p><b>Skills</b> I can make sketchbook pages.  I can use my sketchbook to practice drawing.</p>	<p><b>Skills</b> I can make a simple elastic band sketchbook and personalise it.  I can use sketchbooks to develop experience of primary</p>	<p><b>Skills</b> I can make a new sketchbook (Elastic Band or Hole Punch) OR make Spaces and Places inside a bought sketchbook. I can work in sketchbooks to:</p>	<p><b>Skills</b> I can make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning</p>	<p><b>Skills</b> I can use sketchbooks to practise drawing skills.  I can make visual notes to record ideas and processes discovered through</p>	<p><b>Skills</b> I can use sketchbooks to explore mark making; brainstorm ideas generated when reading poetry or prose. I can make visual notes to capture,</p>	<p><b>Skills</b> I can use sketchbooks to practise seeing negative and positive shapes.  I can use the grid method to scale up an image.</p>

		<p>and secondary colours; practice observational drawing; explore mark making.</p>	<p>explore the qualities of different media; make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>I can make visual notes about artists studied.</p>	<p>and make the experience your own.</p> <p>I can develop mark making skills.</p> <p>I can brainstorm animation ideas.</p> <p>I can experiment with pigments created from the local environment.</p>	<p>looking at other artists.</p> <p>I can test and experiment with materials.</p> <p>I can brainstorm pattern, colour, line, and shape.</p> <p>I can understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p>	<p>consolidate and reflect upon the artists studied.</p> <p>I can explore ideas relating to design exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p>I can experiment with different media and different marks to capture the energy of a landscape.</p> <p>I can explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p>	<p>I can explore what my passions, hopes and fears might be. What makes you? I can find visual equivalents for the words in my head.</p> <p>I can explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>I can explore combinations and layering of media.</p> <p>I can develop mark making and make visual notes to capture, consolidate and reflect upon the artists studied.</p>
	<p><b><u>Knowledge</u></b> I know that my sketchbook is a collection of my work.</p>	<p><b><u>Knowledge</u></b> I know what a sketchbook is for.</p> <p>I know my sketchbook is owned by myself for experimentation and exploration.</p>	<p><b><u>Knowledge</u></b> I know how to continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>I know that the way each persons' sketchbook looks is unique to them.</p>	<p><b><u>Knowledge</u></b> I know how I have built understanding that sketchbooks are places for personal experimentation.</p> <p>I know how to make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p>	<p><b><u>Knowledge</u></b> I know that my sketchbook is a representation of an individual's artistic journey.</p>	<p><b><u>Knowledge</u></b> I know that a sketchbook can be used to develop skills, reflect on learning and be a creative source of inspiration.</p>	<p><b><u>Knowledge</u></b> I know the impact that using a sketchbook has had on my creative process_</p>

			I understand how to make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.				
Printmaking	<p><b>Skills</b> I can use a range of natural and manufactured objects to make a simple print.</p>		<p><b>Skills</b> I can transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</p>	<p><b>Skills</b> I can use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</p>		<p><b>Skills</b> I can combine mono type with painting and collage to make a sculpture. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p>	<p><b>Skills</b> I can explore what kinds of topics or themes I care about. Articulate my fears, hopes, dreams. Think about what I could create (working collaboratively) to share my voice and passion with the world.</p> <p>I can use screen-printing and/or monoprinting over collaged and painted sheets to create my piece of activist art or create a zine using similar methods.</p>
	<p><b>Knowledge</b> I know printing transfers a pattern from one surface to another.</p>		<p><b>Knowledge</b> I know mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p>	<p><b>Knowledge</b> I know that screen prints are made by forcing ink over a stencil.</p> <p>I understand that mono print can be used effectively to create prints which use line. That screen</p>		<p><b>Knowledge</b> I know that mono types are single monoprints. I understand that artists sometimes use printmaking to create a larger artwork.</p>	<p><b>Knowledge</b> I know that artists sometimes use their skills, vision, and creativity to speak on behalf of communities they represent, to try to change the world for the better.</p>

<b>Painting</b>	<p><b><u>Vocabulary</u></b> pressure, push, explore, paint, dip, drip, overlay, mix, careful, arrange mark making, line, colour mixing, listening, speed, fast, slow, impression, shape</p>		<p><b><u>Vocabulary</u></b> close looking, pausing, seeing &amp; understanding, reacting, thinking, considering experiment, represent, try, graphite, handwriting pen, soft b pencil, coloured pencils, chalk, soft pastel, oil pastel, focus, considered, life size, scale, present, reflect, discuss, share, feedback. form, light, dark, shadow, ground, crit, share, reflect, respond, mono print, mono type, carbon paper, secondary pattern, sequence, picture, image narrative, story, imagination, invent and discover</p>	<p>prints can be used to create prints which use thicker lines and / or shapes.</p> <p><b><u>Vocabulary</u></b> “Show me what you see,” response, sketch, note, capture, share, direct, explore, test, elements, composition, arrange, negative, positive, photograph, composition, lighting, and focus.</p>		<p><b><u>Vocabulary</u></b> build, layering, combination, flow, focal point, collage, recycle, texture, depth, resistance, absorption, shading, highlight, shadow and natural.</p>	<p>I know that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <p><b><u>Vocabulary</u></b> activism, voice, message, community, poster, zine, screen printing, articulate, feedback, crit, similarities, and differences,</p>
	<p><b><u>Skills</u></b> I can enjoy use a variety of tools including different size/ size brushes and tools i.e., sponge</p>	<p><b><u>Skills</u></b> I can explore watercolour in an intuitive way to build understanding of the</p>		<p><b><u>Skills</u></b> I can use paint, mixing colours, to complete the sculpture inspired by literature.</p>	<p><b><u>Skills</u></b> I can explore colour (and colour mixing), line, shape, pattern, and composition in creating a still life. To</p>	<p><b><u>Skills</u></b> I can explore “printmaking” to see how print is combined with paint</p>	<p><b><u>Skills</u></b> I can explore how we can use mixed media to explore and build buildings and cityscape which</p>

	<p>brushes, fingers, twigs.</p> <p>I can explore working with paint on different surfaces and in different ways i.e., coloured, sized and shaped paper.</p> <p>I can mix colours to create new ones.</p>	<p>properties of the medium.</p> <p>I can paint without a fixed image of what I am painting in mind.</p> <p>I can respond to my painting and try to “imagine” an image within.</p> <p>I can go back into my painting with paint, pen, or coloured pencil to develop the imaginative imagery.</p>		<p>I can continue to develop colour mixing skills.</p> <p>I can explore painting over different surfaces, e.g., cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p> <p>I can explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in.</p> <p>I can choose to use light to create imagery by exploring anotype or cyanotype.</p>	<p>consider lighting, surface, foreground, and background.</p> <p>I can use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).</p> <p>I can explore painting on different surfaces, e.g., fabric, and combine paint with 3d making.</p> <p>I can work as part of a community/class and understand how everyone can contribute towards a larger artwork.</p>	<p>and collage to create a cohesive artwork.</p> <p>I can explore how you can you paint (possibly combine with drawing) to capture your response to a place.</p> <p>I can explore how the media you choose, combined with the marks you make and how you use your body will affect the end result.</p> <p>I can think about colour, composition and mark making.</p> <p>I can think about light and dark, movement and energy.</p> <p>I can mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design.</p>	<p>explore aspects of our surroundings, experience, and inspiration.</p> <p>I can make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p>
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	<p><b><u>Knowledge</u></b> I know the names of the colours.</p> <p>I know how to darken and lighten colours.</p> <p><b><u>Vocabulary</u></b> colour, paint, water, brush, handle, stir, dab, wet, dry, colour mixing, mix, lighten, darken, rollers, sticks, point and palette.</p>	<p><b><u>Knowledge</u></b> I know watercolour is a media which uses water and pigment.</p> <p>I know we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p><b><u>Vocabulary</u></b> watercolour, wash, wet on dry, wet on wet, mark making, primary colours, secondary colours, fluid, imagination, imagine, happy accident, explore, discover, see, develop, scale, reflect, share, discuss</p>		<p><b><u>Knowledge</u></b> I know that we can create imagery using natural pigments and light.</p> <p>I know that paint acts differently on different surfaces.</p> <p>I understand the concept of still life and landscape painting.</p> <p><b><u>Vocabulary</u></b> “Show me what you see,” response, sketch, note, line, shape, capture, share, cut, direct, try, test, shape, elements, arrange, negative, positive, shape, photograph, composition, lighting, focus, present, respond, feedback.</p>	<p><b><u>Knowledge</u></b> I know that still life is the name given to the genre of painting (or making) a collection of objects/elements.</p> <p>I know that still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.</p> <p><b><u>Vocabulary</u></b> pattern, sensory, playful, mindful, exploratory, point, line, rhythm, shapes, circles, ovals, curves, purpose, decorative, pleasing, aesthetic, generate, experiment, tessellated, design, surface pattern, repeating, juxtaposition, collage, arrange. fold, origami, design, present, reflect, articulate, crit, similarities, differences,</p>	<p><b><u>Knowledge</u></b> I know that there is a tradition of artists working from land, sea, or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <p><b><u>Vocabulary</u></b> landscape, cityscape, working from Life, mixed media, senses, spirit, energy, capture, composition, format and articulate,</p>	<p><b><u>Knowledge</u></b> I understand the tradition of representing the world around us through painting and drawing.</p> <p>I know that artists use a variety of styles and media to present their views.</p> <p><b><u>Vocabulary</u></b> visual notes, Installation art, immersive, participate, context, environment, viewer, and senses.</p>
<b>Collage</b>	<p><b><u>Skills</u></b> I can add texture to my artwork using a range of collage material.</p>	<p><b><u>Skills</u></b> I can collage with painted papers exploring colour, shape, and composition.</p>	<p><b><u>Skills</u></b> I can use the observational drawings made (see column 1 “drawing”), cutting the separate</p>	<p><b><u>Skills</u></b> I can cut shapes from paper (free hand) and use as elements with which to collage, combined with</p>			



	<p><b><u>Knowledge</u></b> I know that collage is adding different textures to my artwork.</p> <p><b><u>Vocabulary</u></b> Cut, texture, explore, try, experiment, discuss, shape, colour, glue, join, fold, crumple, twist, tear, and collage.</p>	<p>I can combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p> <p><b><u>Knowledge</u></b> I know that collage is the art of using elements of paper to make images.</p> <p>I know we can create our own papers with which to collage.</p> <p><b><u>Vocabulary</u></b> lines, mark making, soft pencil, graphite, handwriting pen, pastel, oil pastel, coloured pencil, observation, close study, discover, transform, fold, balance, personality and character, installation, flock,</p>	<p>drawings out and using them to create a new artwork, thinking carefully about composition.</p> <p>I can work into the collage with further drawing made in response to the collaged sheet.</p> <p>I can collage with drawings to create invented forms and combine with making if appropriate.</p> <p><b><u>Knowledge</u></b> I know that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p><b><u>Vocabulary</u></b> explore, collect, resee, imagine, curious, present, re-present, arrange, composition, photograph, focus, light, shade, pattern, observational drawing, close study, draw slowly, intention, pressure, page, sense of touch,</p>	<p>printmaking to make a creative response to original artwork.</p> <p>I can explore positive and negative shapes, line, colour, and composition.</p> <p><b><u>Knowledge</u></b> I know that collage can be used to create texture, depth, and structure.</p> <p><b><u>Vocabulary</u></b> “Show me what you see,” response, sketch, note, capture, share, cut, direct, try, explore, test, shape, elements, negative, positive, lighting,</p>			
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		collaboration, present, reflect and share	wax resist, graphite, watercolour, brush, pencil, tone, feedback				
<b>Making</b>	<p><b>Skills</b></p> <p>I can use a variety of malleable media such as clay, dough, and Modroc.</p> <p>I can build a construction/ sculpture using a variety of objects e.g., recycled, natural and manufactured materials.</p>	<p><b>Skills</b></p> <p>I can use a combination of two or more materials to make sculpture.</p> <p>I can use construction methods to build.</p> <p>I can work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>	<p><b>Skills</b></p> <p>I can use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.</p> <p>I can use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>I can transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour, and structure.</p>	<p><b>Skills</b></p> <p>I can use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p>I can make an armature to support the sculpture.</p> <p>I can cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.</p>	<p><b>Skills</b></p> <p>I can explore how we can re-see the objects around us and represent them as sculptures.</p> <p>I can use scale to re-examine our relationship to the things around us.</p> <p>I can develop my construction skills, creative thinking, and resilience skills by making sculpture which combines lots of materials.</p> <p>I can use tools to help us construct and take creative risks by experimenting to see what happens.</p> <p>I can use Design through Making philosophy and reflect at all stages to inform future making.</p> <p>I can combine modelling with construction using mixed media and painting to create sculpture.</p>	<p><b>Skills</b></p> <p>I can use design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation.</p> <p>I can construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure, and intention.</p>	<p><b>Skills</b></p> <p>I can combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes, and forms from a variety of materials.</p> <p>I can work collaboratively to perform a simple show sharing a narrative which has meaning to me.</p>

	<p><b><u>Knowledge</u></b> I know how to create 3d artwork.</p> <p><b><u>Vocabulary</u></b> explore, construction, materials, tools, join, cut, roll, mould,</p>	<p><b><u>Knowledge</u></b> I know that sculpture is the name sometimes given for artwork which exists in three dimensions. I understand the meaning of "Design through Making."</p> <p><b><u>Vocabulary</u></b> sculpture, sculptor, three dimensions, respond, response, design through</p>	<p><b><u>Knowledge</u></b> I understand the role of an architect.</p> <p>I know when we make sculpture by adding materials it is called construction.</p> <p><b><u>Vocabulary</u></b> architect, architecture, designer, maker, model, scale,</p>	<p><b><u>Knowledge</u></b> I know that many makers use other artforms as inspiration, such as literature, film, drama, or music.</p> <p>I know that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>I know that clay and Modroc are soft materials which finally dry/set hard.</p> <p>I know an armature is an interior framework which support a sculpture. I know that articulated drawings can be animated.</p> <p><b><u>Vocabulary</u></b> brainstorm, experiment, test, try out line, shape, wash, layer, pen, clay,</p>	<p>I can work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard.</p> <p><b><u>Knowledge</u></b> I understand that making sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice and that it is ok to take creative risks and ok if things go wrong as well as right.</p> <p><b><u>Vocabulary</u></b> viewpoint, relationship 2D 3D, transform, graphics, design through</p>	<p><b><u>Knowledge</u></b> I know that set designers can design/make sets for theatres or for animations.</p> <p>I know that designers often create scaled models to test and share ideas with others.</p> <p>I know that architects and other artists have responsibilities towards society.</p> <p>I know that artists can help shape the world for the better.</p> <p><b><u>Vocabulary</u></b> set design, theatre, animation, model, maquette, imaginative,</p>	<p><b><u>Knowledge</u></b> I know that designers and makers sometimes work towards briefs, but always brings their own experience in the project to bear.</p> <p>I know that artists and designers add colour, texture, meaning and richness to our life.</p> <p>I know that artists reinvent.</p> <p>I understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</p> <p><b><u>Vocabulary</u></b> paper cutting, cut outs, Shadow puppets,</p>
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	colour, carve, discuss and found material.	making, playful making, invent, imagine, construct, structure, balance, reflect and share.	imagination, experience, three-dimensional, form, structure, wall, floor, window, door, roof, relationship with area, community, react, form, pattern. model making, design through making, form, experience, element, photograph, film, focus, lighting, composition, angle, and perspective.	watercolour, cover, exaggerate, gesture. armature, structure, Modroc, construct, model, character, personality, present, feedback, focus and intention,	making, construct, contribute, artwork, installation, surface, fabric, texture, critique, similarities, differences, and composition.	response, stimulus, interpretation, vision, mood, drama, narrative, foreground, and background.	performance, character, respond, and articulate.
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# Purpose/Visual Literacy/Articulation

<p><b>Skills</b></p> <p>I can talk about what I see.</p> <p>I can talk about what I have created.</p>	<p><b>Skills</b></p> <p>I can reflect upon the artists' work and clarify my response. ("I liked the ...because ...").</p> <p>I can present my own artwork.</p> <p>I may feel able to share my response about classmate's work.</p>	<p><b>Skills</b></p> <p>I can reflect on my response to the artist's work using a range of emotive language. (That makes me feel...because...)</p> <p>I can present my own artwork and talk about what worked well.</p> <p>I can share my response to my classmate's work, appreciating similarities and differences.</p> <p>I can document work using still image (photography) or by making a drawing of the work.</p>	<p><b>Skills</b></p> <p>I can reflect upon the artists' work, and share my response verbally ("I liked this aspect because... I did not understand... it reminded me of...").</p> <p>I can present my own artwork and discuss what went well and what I would do develop it further.</p> <p>I can ask questions to clarify my response to classmates work and I can listen to feedback about my own work.</p> <p>I can document and annotate my work, where appropriate, using photographs, drawings, and writing.</p>	<p><b>Skills</b></p> <p>I can discuss my response to the artist's work taking into account the material used, the artistic genre and era in which it was created.</p> <p>I can present my artwork and answer questions about the decisions and the direction I took.</p> <p>I work collaboratively to give simple written feedback on my classmates work and respond to the feedback on my own work.</p> <p>I can curate my work to show the process I have gone through.</p>	<p><b>Skills</b></p> <p>I can research the artist and use this information to improve my response to the artwork.</p> <p>I can present the journey my artwork took and discuss how the process developed me as an artist.</p> <p>I can contribute to written feedback, after discussion, to help develop my classmate's work. I can develop my work in response to my feedback.</p> <p>I can organise and reflect on my work returning to previous tasks to rework and develop skills.</p> <p>I can discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>	<p><b>Skills</b></p> <p>I can research the artist and the genre of art to inform my response to the artwork.</p> <p>I can present my own artwork and honestly critique my work. I can set targets to work on based on the feedback from myself and peers.</p> <p>I can give a written response to classmate's work. I can listen to feedback about my own work and use this feedback to improve my final piece.</p> <p>I can use my sketchbook to present my learning, organise my work and reflect on the ways I have improved.</p> <p>I can discuss the different ways Artists have impacted on the world around them and used their 'voice' to talk about social change.</p>
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