



Domains of knowledge: Practice

Practice 1: Drawing

| YR1 | YR2 | YR3 | YR4 | YR5 | YR6 |
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| <p>To be able to experiment with a variety of media: chalk, charcoal, pencil, graphite, ink, sticks and twigs.</p> <p>To be able to begin to control the types of marks made with the range of media.</p> <p>To be able to draw on different surfaces.</p> <p>To be able to develop tone using a pencil and a variety of pencil techniques: hatching, scribbling, stippling, shading, tonal gradient.</p> <p>To be able to investigate textures by describing, naming, rubbing and copying.</p> <p>To be able to use drawing as a medium to develop and share ideas.</p> <p>To be able to create different types of line.</p> | <p>To be able to experiment with a variety of media and refine skills: chalk, charcoal, pencil, graphite, ink.</p> <p>To be able to draw from my imagination and first-hand observation.</p> <p>To be able to create composition using colour and space.</p> <p>To be able to use a viewfinder to select a view or shapes and visual clues in an image.</p> <p>To be able to make line and shape drawings from observation, adding light/dark tone.</p> | <p>To know the different types of graphite pencils: B, HB, H, 2B, 4B and 6B</p> <p>To be able to create graduated tone by blending from light to dark.</p> <p>To be able to use cross-hatch to build different tonal values.</p> <p>To be able to use a viewfinder to select a view, or shapes and visual clues, in an image and then record what is selected within the frame.</p> <p>To be able to apply the rules of simple perspective and scale.</p> <p>To be able to make quick studies from observation.</p> | <p>To be able to draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy.</p> <p>To be able to use line, by creating different qualities by varying the pressure of the pencil.</p> <p>To be able to create composition using colour, shape and space.</p> <p>To be able to use the different types of pencils: B, HB, H, 2B, 4B and 6B</p> <p>To be able to make observational studies using tone and scale.</p> <p>To know what negative space is in artwork.</p> | <p>To be able to create a realistic drawing from primary observation, using sighting.</p> <p>To be able to reduce or enlarge an image from secondary observation.</p> <p>To be able to make quick studies from observation to record an action, or movement with some fluency.</p> <p>To be able to make observational studies using tone, colour and scale.</p> <p>To be able to experiment with shading and perspective to create form and texture.</p> <p>To be able to make considered composition choices.</p> <p>To be able to begin to draw using personal style and expression.</p> | <p>To be able to demonstrate a range of drawing techniques, medias and materials within one composition.</p> <p>To be able to record movement and action from observation.</p> <p>To be able to make observational studies using tone, colour and scale, as well as using reflection and shadow.</p> <p>To be able to reduce or enlarge an image from secondary observation.</p> <p>To be able to draw using personal style and expression.</p> <p>To be able to develop work using tonal contrast and mixed media.</p> |

Practice 2: Sculpture

| YR1 | YR2 | YR3 | YR4 | YR5 | YR6 |
|--|---|---|--|--|---|
| <p>To be able to experiment in a variety of malleable media such as, clay, papier mache, salt dough and Modroc.</p> <p>To be able to shape and model materials for a purpose e.g. pot or tile from observation and imagination.</p> <p>To be able to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>To be able to impress and apply simple decoration techniques..</p> <p>To be able to use tools and equipment safely and in the correct way.</p> <p>To be able to build a construction using a variety of objects e.g. recycled, natural and man-made materials.</p> | <p>To know how to handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known.</p> <p>To be able to respond to sculptures and craft artists to help them adapt and make their own work.</p> <p>To be able to feel, recognise and control surface when experimenting with basic tools.</p> <p>To be able to demonstrate experience in surface patterns/ textures.</p> <p>To be able to use a sketchbook to plan and develop simple ideas and make simple informed choices.</p> | <p>To be able to join two parts successfully.</p> <p>To be able to construct a simple base for extending and modelling other shapes.</p> <p>To use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas, plan colours and collect source materials for future works.</p> <p>To be able to produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>To be to identify and assemble found materials to make a new form.</p> <p>To be able to demonstrate an awareness in environmental sculpture and found object art. Show an awareness of the effect of time upon sculptures.</p> <p>To be able to produce larger ware using pinch, slab and coil techniques in clay.</p> | <p>To be able to create textured surfaces using rigid and plastic materials and a variety of tools.</p> <p>To be able to construct a structure in linear or soft media before then covering the surface to make a form.</p> <p>To be able to use recycled, natural and man-made materials to create sculptures by confidently and successfully joining.</p> <p>To be able to make a slip to join two pieces of clay.</p> <p>To be able to gain experience in modelling over an armature or over constructed foundations.</p> | <p>To be able to work in a safe and organised way, caring for equipment.</p> <p>To be able to show experience in combining pinch, slabbing and coiling to produce pieces from clay.</p> <p>To be able to build in clay a functional form using two/ three building techniques and some surface decoration.</p> <p>To be able to use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketchbook to plan how to join parts of the sculpture.</p> <p>To be able to scale a design up to a larger scale and work as part of a group to create a human scale structure or form.</p> <p>To know how to design a 3D form as a maquette for a larger imagined piece and consider form/ function.</p> | <p>To be able to explore how stimuli can be used as a starting point for 3D work.</p> <p>To be able to study 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages.</p> <p>To be able to recreate 2D images in 3D, looking at one area of experience e.g. recreate a landscape or figure focusing on form/ surface</p> <p>To be able to make imaginative use of the knowledge they have acquired about tools, techniques and materials to express their own ideas and feelings.</p> <p>To be able to apply knowledge of different techniques to express scale, weight or a concept.</p> |

Practice 3: Printmaking

| YR1 | YR2 | YR3 | YR4 | YR5 | YR6 |
|---|---|--|--|--|---|
| <p>To be able to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.</p> <p>To be able to demonstrate and experiment with impressed printing. drawing into ink and printing from objects.</p> <p>To know how to use equipment and media correctly to produce a clean printed image.</p> <p>To be able to explore printing in relief e.g. string and card.</p> | <p>To be able to 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.</p> <p>To be able to monoprint by marking onto an ink block, controlling line and tone, using tools or pressure.</p> <p>To be able to take rubbings from texture to understand and inform their own texture prints.</p> <p>To be able to repeat a pattern with a range of blocks.</p> <p>To be able to explore and create patterns and textures with an extended range of found materials e.g. sponges, leaves and fruit.</p> | <p>To be able to demonstrate experience in printing using two colours.</p> <p>To be able to experiment with combining two prints taken from different objects to create an end piece.</p> <p>To know what a relief print is.</p> <p>To know methods of creating a relief print.</p> <p>To be able to complete a ghost print using foam board printing.</p> | <p>To be able to explore lines, marks and tones, through relief printing on a variety of papers to create an image.</p> <p>To be able to explore images and recreate texture in a print using found materials.</p> <p>To be able to explore colour mixing through printing using three coloured inks, a roller and a relief print.</p> <p>To be able to design a complex pattern made up from two or more motifs and print a tiled version.</p> <p>To be able to cut a simple stencil and use this from making printed shapes.</p> | <p>To be able to overlay prints using different colours and other media.</p> <p>To be able to use print as a starting point for embroidery.</p> <p>To be able to build up drawings and images of whole parts of items using various techniques.</p> <p>To be able to demonstrate experience of a variety of relief print techniques: press print, lino print and monoprint.</p> <p>To be able to recreate a scene and detail, remembered or observed, through collage relief – collograph print.</p> | <p>To be able to recreate images through relief printing using card and mark-making to control line, shape, texture and tone.</p> <p>To be able to design prints for fabrics, book covers, wallpaper or wrapping paper.</p> <p>To be able to develop their own style using tonal contrast and mixed media.</p> <p>To be able to recreate a scene and detail, remembered or observed through relief print.</p> |

Practice 4: Painting

| YR1 | YR2 | YR3 | YR4 | YR5 | YR6 |
|--|--|---|---|---|---|
| <p>To be able to select and use different brushes to explore and make marks of different thicknesses and using wet and dry painting techniques.</p> <p>To be able to spread and apply paint to create a background using wide brushes and other tools.</p> <p>To be able to investigate mark-making using thick brushes, found materials and objects.</p> <p>To be able to explore lightening and darkening paint without the use of white or black.</p> <p>To be able to paint on different surfaces using a range of media.</p> <p>To be able to start to mix a range of secondary colours, moving towards predicting resulting colours.</p> | <p>To be able to investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood.</p> <p>To be able to use colour, apply surface techniques and painting skills to create or suggest a place, time or season.</p> <p>To be able to explore the effect on paint when adding water, glue, sand and sawdust and use this in painting.</p> <p>To be able to control the types of marks made with a range of media, using the brush to produce marks appropriate to the work.</p> <p>To know different painting tools available including: sponges, brushes, spatulas and rollers.</p> <p>To be able to use wax resist techniques.</p> | <p>To be able to demonstrate an increasing control over the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickening paint and creating textural effects.</p> <p>To be able to use light and dark in painting and begin to explore complimentary colours.</p> <p>To be able to mix primary and secondary colour with shades and tones with increasing confidence.</p> <p>To know how to obtain different brushstroke effects (flat side, thin edge, dry brush, at an angle).</p> <p>To be able to demonstrate transparent technique within watercolour.</p> <p>To be able to use wet on wet techniques.</p> | <p>To know how artists, use warm and cool colour when mixing paint to express a mood in artwork.</p> <p>To be able to represent things observed, remembered or imagined using colour and selecting appropriate paint and brushes.</p> <p>To be able to introduce different types of brushes for specific purposes.</p> <p>To be able to mix and use primary, secondary and tertiary colours with the addition of black and white and other hues.</p> <p>To be able to create a painting from designs and research, to communicate an idea or emotion.</p> <p>To be able to start developing a painting from a drawing.</p> <p>To know how to apply opaque methods of watercolour.</p> | <p>To be able to mix and match colour to create atmosphere and light effects. Mix colour, shades and tones with confidence, building on previous knowledge.</p> <p>To be able to develop their own style using tonal contrast and mixed media.</p> <p>To be able to control the types of marks made and experiment with the effect of different textures.</p> <p>To be able to explore the effect of light, colour, texture and tone on man-made and natural objects.</p> <p>To be able to mix watercolour techniques within one composition.</p> <p>To be able to create depth of colour by overlaying washes.</p> <p>To know how to create watercolour effects with acrylics.</p> | <p>To be able to create different effects by using tools and techniques such as dots, scratches and splashes, and applying paint in layers.</p> <p>To be able to select from different methods and apply colour using a variety of tools and techniques to express mood or emotion.</p> <p>To be able to plan and paint symbols, forms, shapes and composition when exploring the work of other cultures.</p> <p>To be able to use studies gathered from observation to help plan and paint using thumbnail studies to represent action and interaction.</p> <p>To be able to show the effect of light and colour, texture and tone on natural and man-made objects.</p> <p>To know how to paint acrylic in layers.</p> |

Domains of knowledge: Art History

| YR1 | YR2 | YR3 | YR4 | YR5 | YR6 |
|---|---|---|--|--|---|
| <p>To know that there is a chronology of key art movements.</p> <p>To be able to name key artists from studied art movements.</p> | <p>To know the chronology of key art movements studied.</p> <p>To be able to discuss the key features of an art movements and name key artists.</p> | <p>To know key artists work, linked to specific movements.</p> <p>To be able to confidently discuss an art movement, key artists and themes explored.</p> | <p>To know key artists work, linked to specific movements.</p> <p>To be able to confidently discuss an art movement, key artists and themes explored.</p> <p>To be able to discuss the earliest forms of art and its purpose.</p> <p>To be able to show inspiration of notable artists in their sketchbooks.</p> | <p>To know key artists work, linked to specific movements.</p> <p>To be able to confidently discuss an art movement, key artists and themes explored.</p> <p>To be able to compare their own work to the work of artists, designers and craftspeople across different art movements.</p> <p>To know how social, historical and cultural events impacted on the development of art.</p> | <p>To know key artists work linked to specific movements.</p> <p>To be able to confidently discuss an art movement, key artists and themes explored.</p> <p>To be able to compare their own work, to the work of artists, designers and craftspeople across different art movements.</p> <p>To be able to identify artists, designers and craftspeople to research and generate ideas from.</p> |

Domains of Knowledge: Process

| | YR1 | YR2 | YR3 | YR4 | YR5 | YR6 |
|-------------------------|---|---|--|--|--|---|
| Starting out | To be able to respond positively to ideas and starting points. | To be able to respond to a stimulus through drawing and generating ideas. | To be able to respond to a stimulus through observation, drawing, generating ideas and playing with ideas. To be able to question and make observations about starting points. | To be able to research artists to develop ideas, using books, internet, galleries and exhibitions. To be able to produce analytical drawings from initial response. | To know how to select and highlight an idea, visual element or composition. To be able to produce analytical drawings from initial response. To annotate drawings using technical vocabulary. | To be able to select and highlight an idea, visual element or composition to use in different ways. To be able to explain their response to a stimuli, using technical vocabulary. |
| New Experiences | To be able to try different materials, media and techniques. To be able to find out about an artist linked to specific media and techniques. | To be able to use sketchbooks to record their observations. To be able to explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | To be able to use sketchbooks to record their observations and use them to revisit and review ideas. To be able to explore first-hand observations. To be able to identify artists, designers and craftspeople. | To be able to think critically about their art and design work, and the work of other artists, craftspeople and designers working in different times and cultures and generate ideas. To be able to develop first-hand observations. | To be able to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. To begin to use new techniques as starting points and develop ideas from these. | To be able to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. To be able to adapt a new technique and make it reflect their own artistic style. |
| Travelling Along | To be able to explore ideas and collect information. To be able to describe differences and similarities between artists' work. | To be able to describe differences and similarities and make links to their own work. To be able to try different materials and methods to improve. | To be able to adapt and refine ideas in light of new discoveries. To be able to annotate work in their sketchbook. | To be able to review and revisit ideas in their sketchbooks. To be able to offer feedback using technical vocabulary. To know how to produce a developmental study. To be able to justify the use of materials and process to create artwork. | To be able to compare ideas, methods and approaches in their own work and say what they think and feel about them using technical vocabulary. To be able to communicate a process and journey from stimulus to outcome. To be able to produce a developmental study. | To be able to adapt their work according to their views and the views of others to develop it further. To be able to use visual methods and writing to record artistic intentions (thumbnail sketches, annotations, models). |

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| Arrival | To be able to say what they enjoyed about the making process. | To be able to say what they think and feel about their own artwork. | To be able to compare ideas, methods and approaches in their own and others work and say what they think and feel about them. | To be able to compare ideas, methods and approaches in their own and the work of artists. To be able to produce a personal outcome. | To be able to compare ideas, methods and approaches in their own work and artists work using technical vocabulary. To be able to begin to consider the views of others, including the viewer. To be able to produce a personal outcome. | To be able to consider the views of others, including the viewer. To be able to evaluate which resources or techniques would have improved their artwork. To be able to produce a personal outcome, using visual literacy to express an idea or response. |
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Domains of Knowledge: Communication

| YR1 | YR2 | YR3 | YR4 | YR5 | YR6 |
|---|--|---|---|--|--|
| <p>To be able to discuss the similarities and differences between their work and others.</p> <p>To be able to justify why they like specific things more than others.</p> | <p>To be able to examine a piece of work from an artist, designer or craftsperson and evaluate the work.</p> <p>To be able to formulate an opinion on a piece of artwork.</p> <p>To know technical vocabulary.</p> | <p>To know and refer to technical vocabulary to describe the work of artists, designers and craftspeople.</p> <p>To be able to provide constructive criticism on how to improve or refine a work of art.</p> <p>To know about artistic choices in composition and form.</p> <p>To be able to verbally evaluate their artwork, making judgements about its effectiveness.</p> <p>To know technical vocabulary and use it in the correct context.</p> | <p>To be able to articulate opinions about artwork using technical vocabulary, in relation to composition and form.</p> <p>To know the formal elements of art and design.</p> <p>To know about artistic choices and their impact on the viewer.</p> <p>To know about subject matter, themes, issues, narratives and stories in artwork.</p> <p>To be able to annotate their artwork to make judgements about its successes and effectiveness, using technical vocabulary.</p> | <p>To be able to articulate and analyse a work of art using technical vocabulary and the formal elements of art.</p> <p>To know the principles of art and design.</p> <p>To be able to discuss artistic choices and their impact on the viewer.</p> <p>To be able to discuss subject matter, themes, issues and narratives in artwork.</p> <p>To be able to use written form to evaluate artwork, making judgements about its effectiveness and successes, using technical vocabulary.</p> | <p>To be able to articulate and analyse a work of art using the formal elements of art and refer to the principles of art and design.</p> <p>To be able to discuss subject matter, themes, issues and narratives in work of the self and others.</p> <p>To be able to use written form to evaluate artwork, making judgements about its effectiveness and successes, while referring to the formal elements of art and design.</p> |