

ART & DESIGN SKILLS AND KNOWLEDGE PROGRESSION



*"A true artist is not one who is inspired, but one who inspires others." –
Salvador Dali*

Art & Design Curriculum

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Throughout each year group and across topics children will

- work on small and large scales
- work independently and collaboratively
- study a range of artwork and artists relevant to the area of art they are studying
- study a range of designers and architects relevant to the area of art they are studying
- use and develop appropriate language to describe tools, processes etc

<p><u>EYFS</u></p> <p>Art in the Early Years Foundation Stage is taught through ‘Expressive Arts and Design’ particularly through ‘Creating with Materials.’ Children will learn to safely use and explore a variety of materials, tools and techniques. They will experiment with colour, design, texture, form and function. Children will share their creations with other adults, peers in their class and other children in their school, explaining the processes they have used. Children will also be encouraged to make and use props and materials when role playing characters.</p>	
<p>Year Group</p>	<p>Content</p>
<p><u>YEAR 1</u></p>	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> Respond to starting points (stories, rhymes, objects, experiences, nature, observations) Communicate their ideas simply before creating artwork Say what they like about their own or others’ work using simple artistic vocabulary Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Use hands and tools to build, describing the materials they are using Use materials to make known objects for a purpose Make simple joins by manipulating modelling materials Explore and experiment with lots of collage materials Cut and tear paper, textiles and card and glue it to a surface Sort and arrange collage materials Experiment with thin and thick paint brushes Identify and use paints in the primary colours.

Mix primary colours to make secondary colours. Show them on a colour wheel
Begin to apply paint in various ways –brushing, sponging
Produce a painting from imagination or observation
Use various printing tools such as sponges, fruit, veg
Create simple clear prints using a range of items
Make simple prints and patterns
Draw lines of different shapes and thicknesses
Describe patterns and shapes that can be seen
Use lines to represent shapes or outlines
Observe anatomy and encourage accurate drawing of people
Sketch objects in the natural and manmade world
Represent the human face, using drawing, from observation, imagination or memory with some attention to facial features.

Key Knowledge

The Enchanted Woodland, 1A

To know that paint can be applied using a range of tools including natural materials such as sticks and leaves.
To know that a collage can be created by cutting card, paper and textiles and layering and gluing to a surface.
To know that leaves, fruit and vegetables can be used as simple printing tools.
To know that mono-printing is the process of making a one-off print.
To know that mono-printing are created by pressing ink onto a textured surface.
To know that mono-prints can be created using natural foraged items such as leaves, sticks, berries, flowers and plants.
To know that malleable materials can be manipulated to create pieces of art.
To know that malleable materials can be manipulated to create simple joins.
To know that malleable materials can be pinched and rolled to create coils and slabs.
To know that hands and tools can be used to manipulate malleable materials to create pieces of art.
To know that malleable materials such as clay can be used to make a known object.
To know that inspiration for art can be taken from observation, imagination and memory.
To know that sustainable art can be created by using foraged, natural materials found in the local environment.
To know that sustainable art is making art that can benefit the environment.

Childhood, 1B

To know that a portrait painting is a drawing, photograph or painting of a face.
To know that a self-portrait is a portrait that an artist produces of themselves.
To know that words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.
To know that Portrait of Dora Maar by Pablo Picasso is an example of a colourful portrait painting.
To know that Blue Marilyn by Andy Warhol is an example of a colourful portrait painting.
To know that Self Portrait as a Tehuana and My Grandparents, My Parents and Me by Frida Kahlo is an example of a colourful portrait painting.
To know that Portrait of Gerda by Ernst Ludwig Kirchner is an example of a colourful portrait painting.
To know that a human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.
To know that the aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.
To know that an art exhibition is the space in which artwork is viewed by an audience.
To know that discussion and initial sketches can be used to communicate ideas and are part of the artistic process.

Superheroes, 2A

To know that Roy Lichtenstein was an American pop artist.
To know that Andy Warhol was an American pop artist.
To know that Lichtenstein and Warhol were leading figures in the visual art movement known as pop art.
To know that words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.
To know that Lichtenstein used dots and primary colours in his work.
To know that the primary colours are red, yellow and blue
To know that Warhol used bright, alternate and contrasting colours in his work.
To know that a portrait painting is a drawing, photograph or painting of a face.
To know that a self-portrait is a portrait that an artist produces of themselves.
To know that aspects of a significant artists' work can be used as inspiration for own piece.
To know that paint can be applied using thick and thin brushes.
To know that the primary colours can be mixed to make all other colours.
To know that a collage can be created by cutting, tearing, layering and gluing paper, card and textiles.
To know that a self-portrait photograph can be used to create digital art.
To know that ICT can be used to edit photographs and experiment with colours to create digital art.
To know that a variety of tools can be used to print such as lego and bubble wrap.

To know that self-made printing blocks can be made using bubble wrap.

Paws, Claws and Whiskers 2B

To know that an observational drawing is drawing what you can see.

To know that lots of different shapes, colours and patterns can be found in nature.

To know that a silhouette is an image or design in a single hue or tone.

To know that a repeating pattern is created by the repetition of lines, shapes, tones, colors, textures and forms.

To know that Aboriginal art is art made by indigenous Australian people.

To know that there are several types of and methods used in making Aboriginal art including dot painting.

To know that Aboriginal art often uses symbols to tell stories and preserve culture and tradition.

To know that Emily Kame Kngwarreye was a famous Aboriginal artist who specialised in dot painting.

To know that Three-dimensional (3D) art pieces occupy physical space and can be touched or perceived from all sides and angles.

To know that a variety of materials including clay, stone, wood or metal can be manipulated to create 3D art.

To know that Totem pole monuments are pieces of art created by the First Nations of the Pacific Northwest (Native American) people.

To know that Totem pole monuments are created to commemorate ancestry and history.

To know that Mungo Martin was a significant Kwakwaka'wakw artist specialising in wood sculpture.

Bright Lights, Big City, 3A

To know that drawings of paintings and locations can be inspired by observation, imagination or memory.

To know that similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.

To know that words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.

To know that James Rizzi was an American artist and illustrator who lived in New York City.

To know that his urban landscapes are bright, colourful and imaginative.

To know that the primary colours are red, yellow and blue.

To know that all other colours can be made by mixing red, yellow and blue in different ways and amounts.

To know that secondary colours are made by mixing primary colours.

To know that the secondary colours are purple, green and orange.

To know that red and yellow are mixed to make orange.

To know that red and blue are mixed to make purple.

To know that yellow and blue are mixed to make green.

To know that malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.

To know that James Rizzi created form by using layers of foam to create a 3D effect.

To know that form can be created by layering materials, such as cardboard, or by adding wire to make parts of paintings stand out from the surface.

To know that discussion and initial sketches can be used to communicate ideas and are part of the artistic process.

To know that a mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces.

To know that working sequentially means to use a step-by-step method to create 1 final piece.

To know that working collaboratively means to work together with others to create 1 final piece.

To know that aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.

Splendid Skies, 3B

To know that words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.

To know that collage is an art technique where different materials are layered and stuck down to create artwork.

To know that ideas can be created through observation, imagination or memory.

To know that similarities between two pieces of art can be made about subject matter or materials or colour, shape or line used

To know that the weather can be inspiration for art.

To know that significant artists such as Vincent Van Gogh, Monet and Berndnaut Smilde were all inspired by the weather in their work

To know that Claude Monet created a weather-inspired piece called Wheatstacks (End of Summer).

To know that Vincent Van Gogh created a weather-inspired piece called Landscape with Snow.

To know that Berndnaut Smilde created a weather-inspired piece known as the moving cloud installation.

To know that fabrics and threads can be sorted and grouped by colour and texture.

To know that fabrics can be grouped into warm colours and cool colours.

To know that warm colours are reds, oranges, yellows and pinks.

To know that cool colours are greens, blues and purples.

To know that fabrics can be joined through weaving.

YEAR 2

Key Skills

Generation and development of ideas

Explore ideas from imagination or from real starting points including the natural world, man-made objects and stories

Make simple sketches to explore and develop ideas.

Evaluation

Comment on other's work and suggest way of improving own work.

Explain main successes and challenges encountered when completing a piece of art work

3D – malleable materials

Use hands and tools to shape and form from observation

Press objects into a malleable material to make or replicate textures, patterns and imprints.

Collage

Mix paper and other materials with different textures and appearances

Use a range of shapes, patterns and colours in collages

Use cutting and tearing with more accuracy

Use coiling and overlapping in collage work

Painting

Use different brushes and tools to apply paint and create patterns

Begin to apply paint in various ways –brushstrokes, dripping, flicking, scraping

Identify and use warm and cold colours

Lighten colours using white to make as many different tints as they can

Darken colours using black, to make as many shades as they can

Produce a painting from imagination or observation with some attention to detail

Printing

Use polystyrene tiles to develop a block print.

Print by pressing and rolling

Identify printing in the environment (books, pictures, fabrics, wallpaper etc)

Drawing

Draw a variety of lines of different sizes, thicknesses, styles and tones

Use lines, dots and marks to create textures, patterns and tone in work

Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space

Look at drawings and begin to discuss the use of shadows and use of light and dark
Draw the human form, including face and features, from observation, imagination or memory.

Key Knowledge

Drawing

To know a sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.

To know photographs and sketches can be used to prepare for a drawing.

To know that, in history, figure drawings were a useful way of presenting information about an individual.

To know that figure drawings were not always true to life but represented how an individual wished to be seen.

To know that lines can be used to make shapes

To know that lines, dots and marks can be used to show texture, pattern and tone in drawings

To know that different pencils/drawing media can make lines of different thickness and tone

To know lines can be straight, curved, wavy, horizontal, vertical, diagonal, long or short

To know that textures include rough, smooth, ridged and bumpy.

To know pencils can create lines of different thicknesses and tones and can also be smudged.

To know ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash.

Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged

Printing

To know that prints are designed and used in everyday objects

To know that a block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink.

To know that blocks can be repeatedly used, creating a repeating pattern.

To know that colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print.

Painting

To know that different brushes create different brush strokes

To know how to use paintbrushes to apply paint in different ways
To know that different paintbrushes are suited to different uses (fine brush for adding detail, large brush for colour washing...)
To know that paint can be applied by dripping, pouring, dabbing, flicking....
To know how to select from a range of brushes (thick, thin, flat and round) to suit a given task.
To know how to apply paint in a range of strokes, dots, lines and washes.
To know that colours in the red, orange and yellow families are warm colours
To know that colours in the blue, green and purple families are cool colours
To know that a tint is a colour that has been lightened by adding white
To know that a shade is a colour that has been darkened by adding black
To know how to make tints of a colour
To know how to make shades of a colour

3D

To know that malleable materials, such as clay, plasticine or salt dough, are easy to shape.
To know interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.
To know that a sculptor is someone who creates sculptures - a work of art that is produced by carving or shaping stone, wood, clay, or other materials.
To know that a sculpture is an object you can pick up, turn around, upside down and feel
Know that sculpture is a work of art that is produced by carving or shaping stone, wood, clay, or other materials.
To know how to sculpt materials to include lines and texture.
To know how to use a variety of techniques such as rolling, cutting, moulding and carving.
To know how to use tools safely to cut/mould desired shapes.
To know a range of joining/combining techniques to join chosen materials together.

Evaluation

To know that aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.

Year Group	Content
<u>YEAR 3</u>	<u>Key Skills</u> Explore ideas and collect visual and other information for my work Identify interesting aspects of objects as a starting point Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Comment on similarities and differences between own and other's work Make suggestions for ways to adapt and improve a piece of artwork. Shape, form model and construct from observation and/or imagination with increasing confidence Have an understanding of different adhesives and methods of construction Use decorative technique (mark making, applied, impressed, painted) to improve the aesthetics of artwork Use precise cutting skills Use a variety of materials to create a collage on a theme

Use montage, tessellation and other patterns in collage
Mix colours to create tints (add white), tones (add grey) and shades (add black)
Identify and use contrasting coloured paints.
Experiment in creating mood and feeling with colour
Continue to apply paint in various ways –stippling, dabbing
Produce a painting, creating patterns and textures using a range of techniques
Use printing equipment and media with increasing confidence
Use relief and impressed printing processes
Make repeat patterns for decorative purposes
Experiment with different grades of pencils to show tone/texture etc
Add tone to a drawing by using a range of marks: linear and cross-hatching, scumbling and stippling.
Use tone to show areas of light and shadow
Draw a human figure in a variety of poses, using a range of materials, such as pencil and charcoal,

Key Knowledge

Scrumdiddlyuptious

To know that human figures need to be drawn in proportion
To know that a human arm usually reaches down to the leg
To know that a human figure when drawn is made up of lots of circular shapes
To know that pressing harder on a pencil results in a darker line
To know that pressing lightly on a pencil results in a lighter line
To use different shades to show shade and shadow
To know that you can trace harder across a sketched line to make it stand out
To know how to improve their work by making subtle edits
To know that the design process is a necessary step in any sculpture making
To know the different between portrait and landscape

Rocks relics and rumbles

To know that magma is covered in a dark black colour when erupted
To know that a volcano is a different shape depending on the type
To know that the size of a paintbrush will affect the ability to spread colour

To know that papier Mache is done by dipping paper in a water based glue solution
To know that when papier Mache dries it becomes hardened
To know that paint strokes will appear different depending on the direction painted
To know that yellow, red and blue makes brown

Through the ages

To know that ancient humans created cave art
To know that cave art is made from a long lasting type of ochre clay
To know that cave paintings often depicted hunting and hunters
To know that cave paintings were often made of hand prints
To know that cave paintings were made by specific people using specific tools which were often left inside the cave
To know that cave paintings were also made with charcoal although this was not as long lasting
To know that ochre clay was usually red, brown or yellow
To know that ancient humans made tools for painting such as a hollowed bone to spray paint
To know the age and locatin of famous cave paintings - Cueva de las Manos, Argentina, 13,000bc / Bhimbetka Rock Shelters, 13,000bc India/ Chauvet Cave, 30,000bc, France
To know that charcoal is made from burnt material
To know that negative means a space that is left
To know that a dust is left when charcoal is pressed on hard
To know how to smudge charcoal to made shadow
To know how to avoid oversmudging

Emperors and Empires

To know that mosaics are made from small pieces of tile called tesserae
To know that roman mosaics included a motif in the centre
To know that roman mosaics included a repeated pattern for the border
To know that roman mosaics could depict the owners life
To know that roman mosaics were built by artists

	<p>To know that they were stuck down using a special grout</p> <p>To know a famous roman mosaic – Alexander the great mosaic, Pompeii, 333bc</p> <p>To know that Katsushika Hokusai, known simply as Hokusai, was a Japanese artist, ukiyo-e painter and printmaker of the Edo period.</p> <p>To know his most famous works were the 36 views of mount fuji</p> <p>To know that mount fuji is an active stratovolcano</p> <p>To know that the views of mount fuji depicted the mountain from different angles and positions</p> <p>To know his famous work - The Great Wave off Kanagawa</p> <p>To know that his paintings were created using wood printing</p> <p>To know that wood printing is achieved by creating an image, sticking it to a piece of wood and carving the drawing into the wood</p> <p>To know that in order to print different colours a new woodblock must be used each time to colour a different part of the image</p> <p>To know that Romans created pottery</p> <p>To know that romans used clay to create pottery</p> <p>To know that if you were not wealthy you could create a coil clay pot from simple materials</p> <p>To know that romans decorated their clay pot with ornate decorations</p> <p>To know that to make a clay pot you must start with a circular base, roll long sausage shapes and coul them around</p> <p>To know that in order to stick the sausages together you must score them and wet them to create a sticky surface</p> <p>To know that clay dried quickly</p> <p>To know that dried clay can be painted</p> <p>To know that any shape can be sculpted in clay</p> <p>Know how to sculpt materials to include lines and texture.</p> <p>Know how to use a variety of techniques such as rolling, cutting, moulding and carving.</p>
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<u>YEAR 4</u>	<u>Key Skills</u> Explore ideas and collect visual and other information to help me develop my work Select and record visual and other information to develop ideas on a theme Create a series of sketches over time to develop ideas on a theme or mastery of a technique. Give constructive feedback to others about a piece of artwork. Adapt and refine own work Shape, form model and construct from observation and/or imagination with increasing confidence Select methods to create surface patterns, textures and embellishment on 3D work Use cutting skills to create repeated patterns Experiment with techniques that use contrasting textures, colours and patterns (rough/smooth, light/ dark, plain, patterned) Darken colours without using black Observe colours on hands and faces and mix a range of skin colours Use watercolour to apply paint in various ways –colour wash, wet-on-wet, wet-on-dry, Produce a watercolour painting from imagination or observation using a range of techniques Reflect and create patterns found in the natural and manmade world using relief and impressed Explore overlapping prints Add shading (tone and value) to add the effects of light and shadows on surfaces, objects and people using different grades of pencil Continue to develop a range of mark-making techniques to create desired effects Introduce the concepts of scale and proportion (including shape/proportion of human body) Draw from close observation capturing fine detail, including working on facial features Use the properties of pen, ink and charcoal to create a range of effects in drawing.
	<u>Key Knowledge</u> <u>Blue Abyss</u> <u>Road Trip USA!</u>

To know artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone **(Native Americans)**

To know materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form can be combined to create a range of effects

Invasion

To know artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone (Anglo-Saxons & Vikings)

To know all weaving uses the same process where weft threads are woven in and out of tight warp threads

To know materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form can be combined to create a range of effects

To know the Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms.

To know looms improved in the Middle Ages and could make large pieces of fabric

To know warp threads are wrapped tightly around a loom and secured. Weft threads are woven in and out of the warp threads.

Each row of weft threads is pressed down tightly to make the weave tight

To know a range of natural and man-made materials can be used to make a woven wall hanging, which combines different colours, shapes, patterns, yarns and decorative techniques

Misty mountain, Winding river

To know artists use sketching to develop an idea over time

To know materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form can be combined to create a range of effects

To know natural patterns from water or animals skins are often used as subject matter

To know techniques used to create a 3D form from clay include coiling, pinching, slab construction and sculpting **(Dragon eyes)**

To know carving, slip and scoring can be used to attach extra pieces to clay

To know mark marking can be used to add detail to 3D forms

YEAR 5

Key Skills

- Add text or printed materials to a photographic background
- Produce creative work on a theme, developing ideas through a range of preliminary sketches or models
- Describe and discuss how different artists and cultures have used a range of visual elements in their work
- Mix and use tints and shades of colours using a range of different materials, including paint
- Explore and create digital art
- Crop and segment an image to create a mosaic
- Explore and create expression in portraiture
- Review and revisit ideas and sketches to improve and develop ideas
- Explain how an idea has developed out of time
- Compare and comment on the ideas, methods and approaches in their own and others' work.
- Adapt and refine own work to reflect the purpose and meaning of the work
- Shape, form model and join with confidence using a range of 3D media, taking their properties into account
- Produce intricate and specific patterns and textures
- Create a monochromatic collage
- Incorporate text into a collage
- Use taught techniques and knowledge to mix appropriate colours for a piece of art
- Apply paint in various ways –sgraffito
- Blend paint to create a graduated effect
- Produce a painting, blending colours to create an effective background or foreground
- Create a detailed printing block
- Use the process of overprinting to add further detail
- Design prints for a specific purpose (e.g. fabric, book cover or wallpaper)
- Introduce the concept and simple rules of perspective (one point perspective)
- Develop own style of drawing using the techniques that have been learnt
- Produce increasingly detailed preparatory sketches for paintings and other work
- Add colour to an pen or ink sketch or drawing
- Explore and .create expression in portraiture

	<p><u>Key Knowledge</u></p> <p>Know that some artists use text or printed images to add interest or meaning to a photograph</p> <p>Know that preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like</p> <p>Know who Alaa Awad is an Egyptian artist and muralist</p> <p>Know a muralist is an artist who paints murals</p> <p>Know that the tonal difference between light and dark is called contrast</p> <p>Know that form is the use of or the illusion of a 3D object</p> <p>Know that composition is the arrangement and layout of art work/objects</p> <p>Know that mixing 2 or more colours together creates a new colour/ tone/ tint</p> <p>Know that using 3 shades of the same colour enhances drawings by creating shadows and highlights</p> <p>Know that visual elements include line, light, shape, colour, pattern, tone, space and form</p> <p>Know a tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness</p> <p>Know various artists who have painted still life compositions, such as: Michelangelo Merisi da Caravaggio, Francisco de Zurbarán, Claude Monet, Mary Cassatt, Vincent van Gogh, Paul Gauguin and Paul Cézanne</p> <p>Know that Charis Tsevis is a Greek digital artist</p> <p>Know that digital mosaic is made up of a number of small images</p> <p>Know that digital art uses digital technology</p> <p>Know that digital art is also known as media art</p>
<p><u>YEAR 6</u></p>	<p><u>Key Skills</u></p> <p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p>Explain intentions when developing ideas, identifying changes and improvements made as a work in progress</p> <p>Explain how studying other artists work has influenced and developed their own</p> <p>Adapt and refine artwork in light of constructive feedback and reflection with regards purpose and meaning.</p> <p>Create abstract form choosing appropriate materials</p> <p>Make imaginative use of the knowledge they have acquired of tools and materials to express own ideas and feelings</p>

To use an artistic style (e.g. Landscape, portrait, still life) and recreate through collage techniques, focusing on texture, pattern and colour
Use taught techniques and knowledge to mix appropriate colours for a piece of art
Select the most appropriate methods to apply paint for a chosen effect
Produce a painting using colour palettes and characteristics of an artistic movement or artist
Build up images of whole or parts of objects using various techniques (relief, impressed, overlapping)
Use learnt techniques to plan and design their own art work
Look at the effect of light on an object from different directions
Observe and use a variety of techniques to show the effects of light
Use a range of media and techniques to represent light/shade, form, pattern and texture in a range of drawing work
Produce increasingly accurate drawings of people
Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
Use line and tone to draw perspective.

Key Knowledge

Hola Mexico

Frozen Kingdom

Darwin's delights

Britain at War

Know that a continuous counter drawing is one in which a single, unbroken line is used to develop the image
Know blind contour drawing is a drawing exercise, where an artist draws the contour of a subject without looking at the paper
Know that a watercolour wash is the process of preparing the paper for using watercolour paint by dampening it first
Know that "Wet on wet" means using wet paint over wet paper.
Know that working wet on dry simply means using water colour paint on dry paper.
Know Henry Moore is one of the most significant British artists of the twentieth century.
Know HM was born in Yorkshire in 1898
Know HM was an official war artist, like Lowry, during WWII
Know HM was mainly a sculptor until the war broke out where he took to drawing more
Know HM produced a range of 'shelter' drawings during the war depicting the air raid shelters

	<p><u>Blood Heart</u></p>
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