

Kirkby Woodhouse School: Art Curriculum Intent

At Kirkby Woodhouse School our Art curriculum offer will provide children with the essential knowledge, skills and experiences that they need to become exploratory and creative learners. It is designed to facilitate children practicing new skills as well as building upon those learnt previously within the context of historical artists and designers.

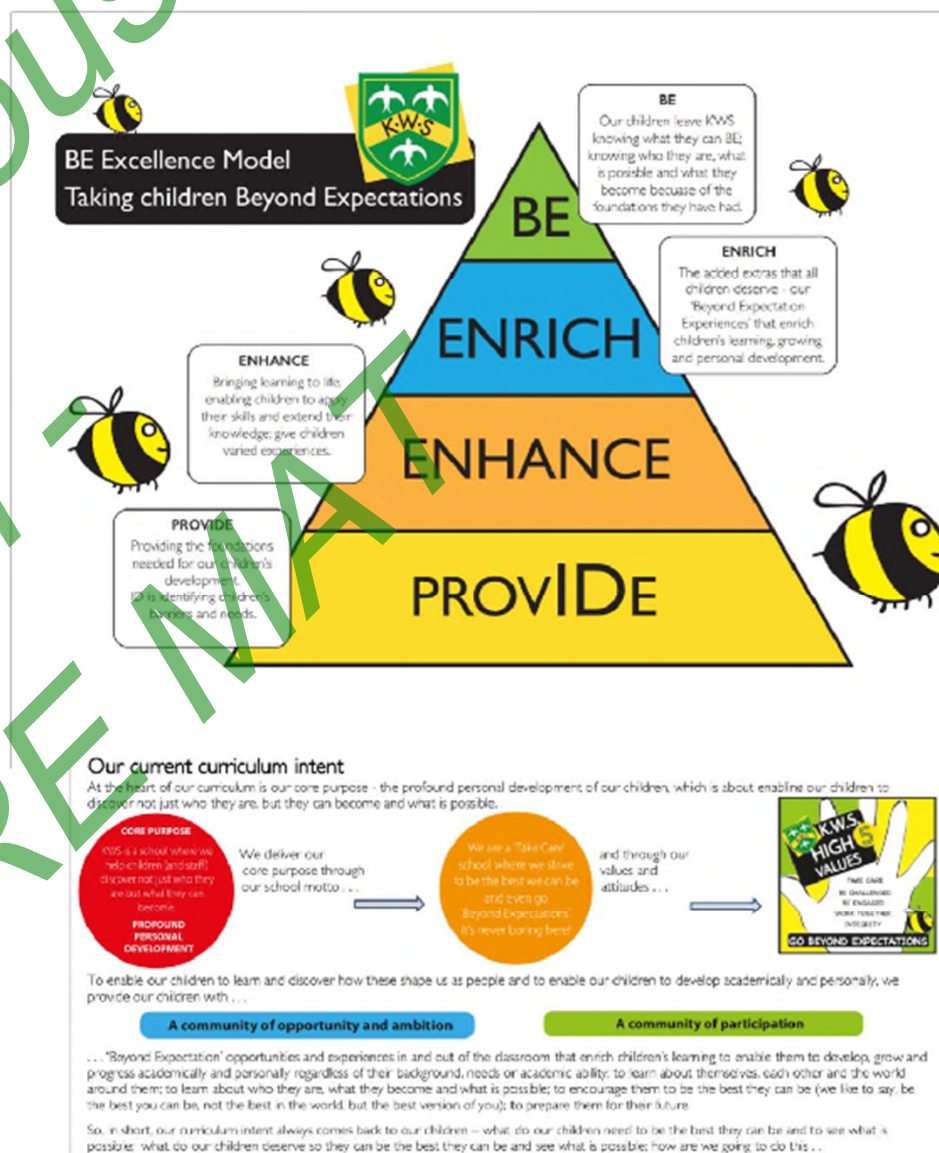
It will PROMDE children with a clear structure that enables them to build upon their skills, engaging, inspiring and challenging them to experiment, invent and create their own works of art, craft and design.

Through the use of sketchbooks, children will be able to become more reflective of their work and understand the skills that they may need to develop as they progress. They will increasingly use the language of art, craft and design to evaluate and analyse creative works.

Teachers ENHANCE learning experiences through linking Art learning across the curriculum, allowing children to apply their new skills within the context of their topic, as well as explicitly learning about one artist and designer from history.

The curriculum ENRICHES learning experiences through partnerships with local art and craft centres, allowing children the opportunity to create their own works of art whilst being guided by a local artist. Children will also have the opportunity to see Art providing the stimulus for cross-curricular learning through the Take One Picture initiative.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, we support our children to go Beyond Expectations and BE the best they can be.



Art and Design Toolkit – Whole School

	Drawing	Painting	Collage	3D	Knowledge
EYFS	<ul style="list-style-type: none"> Can you hold a pencil near the point between first two fingers and thumb? Can you draw with increasing complexity and detail? Can you show different emotions in your drawings? Can you use drawing to represent ideas like movement or loud noises? Can you do an observational drawing? 	<ul style="list-style-type: none"> Can you explore colour and experiment with colour mixing? Can you explore shade and tone by adding black and white to a colour? Can you create a colour wash? 	<ul style="list-style-type: none"> Can you use one-handed tools and equipment, such as scissors? Can you use natural materials to create a piece of art work? 	<ul style="list-style-type: none"> Can you use dough to model a sculpture? Can you use clay to model a sculpture? Can you use natural materials to create a piece of artwork? 	<ul style="list-style-type: none"> Can you explain how you have created your artwork? Can you create collaborative artwork? Can you refine your creative skills? Can you create a piece of work in the style of another artist? Can you talk about similarities and differences in pictures?
Year 1	<ul style="list-style-type: none"> Can you communicate something about themselves in your drawing? Can you create moods in your drawings? Can you draw using pencil and crayons? Can you draw lines of different shapes and thickness, using 2 different grades of pencil? 	<ul style="list-style-type: none"> Can you communicate something about themselves in your painting? Can you create moods in your paintings? Can you choose to use thick and thin brushes as appropriate? Can you paint a picture of something you can see? Can you name the primary and secondary colours? 	<ul style="list-style-type: none"> Can you cut and tear paper and card for your collages? Can you gather and sort the materials you will need? 	<ul style="list-style-type: none"> Can you add texture by using tools? Can you make different kinds of shapes? Can you cut, roll and coil materials such as clay, dough or plastiline? 	<ul style="list-style-type: none"> Can you describe what you can see and like in the work of another artist/craft maker/designer? Can you ask sensible questions about a piece of art?
Year 2	<ul style="list-style-type: none"> I can use three different grades of pencil in my drawing (4B, 8B, HB). I can use charcoal, pencil and pastels. I can create different tones using light and dark. I can show patterns and texture in my drawings. 	<ul style="list-style-type: none"> I can mix paint to create all the secondary colours. I can mix and match colours - predicting outcomes I can mix my own brown. I can make tints by adding white. I can make tones by adding black. 	<ul style="list-style-type: none"> I can create individual and group collages. I can use different kinds of materials on my collage and explain why I have chosen them. I can use repeated patterns in my collage. 	<ul style="list-style-type: none"> I can make a clay pot I can join two finger pots together I can add line and shape to my work 	<ul style="list-style-type: none"> I can link colours to natural and man-made objects. I can say how other artists have used colour, pattern and shape I can create a piece of work in response to another artist's work
Year 3	<ul style="list-style-type: none"> Can you show facial expressions in your drawings? Can you use your sketches to produce a final piece of work? Can you write an explanation of your sketch in notes? Can you use different grades of pencil shade, to show different tones and texture? 	<ul style="list-style-type: none"> Can you predict with accuracy the colours that you mix? Do you know where each of the primary and secondary colours sits on the colour wheel? Can you create a background using a wash? Can you use a range of brushes to create different effects? 	<ul style="list-style-type: none"> Can you cut very accurately? Can you overlap materials? Can you experiment using different colours? Can you use mosaic? Can you use montage? 	<ul style="list-style-type: none"> Can you add onto your work to create texture and shape? Can you work with life size materials? Can you create pop-ups? 	<ul style="list-style-type: none"> Can you compare the work of different artists? Can you explore work from other cultures? Can you explore work from other periods of time? Are you beginning to understand the viewpoints of others by looking at images of people and understand how you are feeling and what the artist is trying to express in your work?
Year 4	<ul style="list-style-type: none"> Can you begin to show facial expressions and body language in your sketches? Can you identify and draw simple objects, and use marks and lines to produce texture? Can you organise line, tone, shape and colour to represent figures and forms in movement? Can you show reflections? Can you explain why you have chosen specific materials to draw with? 	<ul style="list-style-type: none"> Can you create all the colours you need? Can you create mood in your paintings? Do you successfully use shading to create mood and feeling? 	<ul style="list-style-type: none"> Can you use ceramic mosaic? Can you combine visual and tactile qualities? 	<ul style="list-style-type: none"> Do you experiment with and combine materials and processes to design and make 3D form? Can you begin to sculpt clay and other mouldable materials? 	<ul style="list-style-type: none"> Can you experiment with different styles which artists have used? Can you explain art from other periods of history?
Year 5	<ul style="list-style-type: none"> Can you identify and draw simple objects, and use marks and lines to produce texture? Do you successfully use shading to create mood and feeling? Can you organise line, tone, shape and colour to represent figures and forms in movement? Can you show reflections? Can you explain why you have chosen specific materials to draw with? 	<ul style="list-style-type: none"> Can you create a range of moods in your paintings? Can you express your emotions accurately through your painting and sketches? 	<ul style="list-style-type: none"> Can you use ceramic mosaic to produce a piece of art? Can you combine visual and tactile qualities to express mood and emotion? 	<ul style="list-style-type: none"> Do you experiment with and combine materials and processes to design and make 3D form? Can you sculpt clay and other mouldable materials? 	<ul style="list-style-type: none"> Can you experiment with different styles which artists have used? Do you learn about the work of others by looking at your work in books, the Internet, visits to galleries and other sources of information
Year 6	<ul style="list-style-type: none"> Do your sketches communicate emotions and a sense of self with accuracy and imagination? Can you explain why you have combined different tools to create your drawings? Can you explain why you have chosen specific drawing techniques? 	<ul style="list-style-type: none"> Can you explain what your own style is? Can you use a wide range of techniques in your work? Can you explain why you have chosen specific painting techniques? 	<ul style="list-style-type: none"> Can you justify the materials you have chosen? Can you combine pattern, tone and shape? 	<ul style="list-style-type: none"> Can you create models on a range of scales? Can you create work which is open to interpretation by the audience? Can you include both visual and tactile elements in your work? 	<ul style="list-style-type: none"> Can you make a record about the styles and qualities in your work? Can you say what your work is influenced by? Can you include technical aspects in your work, e.g. architectural design?



Skills Progression Document

Art Learning Ladder – EYFS

Drawing	Painting	3D/Sculpture	Knowledge
<ul style="list-style-type: none">• Can you hold a pencil near the point between first two fingers and thumb?• Can you draw with increasing complexity and detail?• Can you show different emotions in your drawings?• Can you use drawing to represent ideas like movement or loud noises?• Can you do an observational drawing?	<ul style="list-style-type: none">• Can you explore colour and experiment with colour mixing?• Can you explore shade and tone by adding black and white to a colour?• Can you create a colour wash?• Can you use one-handed tools and equipment, such as scissors?• Can you use natural materials to make a piece of art work?	<ul style="list-style-type: none">• Can you use dough to model a sculpture?• Can you use clay to model a sculpture?• Can you use natural materials to create a piece of artwork?	<ul style="list-style-type: none">• Can you explain how you have created your artwork?• Can you create collaborative artwork?• Can you refine your creative skills?• Can you create a piece of work in the style of another artist?• Can you talk about similarities and differences in pictures?

Enhancement/Enrichment Opportunities:

- Daily Finger Gym
- Dough Table
- Box Modelling Area
- Painting Easel
- Weekly Cutting Activity
- Cards for special occasions



Skills Progression Document

National Curriculum Requirements of Art & Design at Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Skills Progression Document

Art Learning Ladder – Year One

Drawing	Painting/Collage	3D/Sculpture	Knowledge
<ul style="list-style-type: none"> • Can you communicate something about themselves in your drawing? • Can you create moods in your drawings? • Can you draw using pencil and crayons? • Can you draw lines of different shapes and thickness, using 2 different grades of pencil? 	<ul style="list-style-type: none"> • Can you communicate something about themselves in your painting? • Can you create moods in your paintings? • Can you choose to use thick and thin brushes as appropriate? • Can you paint a picture of something you can see? • Can you name the primary and secondary colours? • Can you cut and tear paper and card for your collages? • Can you gather and sort the materials you will need? 	<ul style="list-style-type: none"> • Can you add texture by using tools? • Can you make different kinds of shapes? • Can you cut, roll and coil materials such as clay, dough or plasticine? 	<ul style="list-style-type: none"> • Can you describe what you can see and like in the work of another artist/craft maker/designer? • Can you ask sensible questions about a piece of art?
Generating Ideas		Evaluating	
<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • What can I see? • What do I like? • How does it make me feel? • What do I think the artist enjoyed when he/she made the artwork? 		<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result</p>	

Year 1 – Vocab & Assessment Questions

Vocab Summary

Assessment Questions

Activities & Techniques

Look, Explore, Play, Enjoy, Discover, Try, Share, Know, Draw, Sketch,

Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See,

Draw, Make, Paint, Print, Fold, Cut, Tear, Stick, Collage

Materials:

Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Poster Paint, Watercolour, Card, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Quick Print Foam

Concepts:

Line, Shape, Dark & Light, Pattern, Texture, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative

Tools:

Scissors, Brushes, Palettes, Rollers, Hands

Approaches:

Scale (What size will work best?), Alone (Will you work best alone?), Small

- Tell me about what you are making
- What might you do next?
- Tell me about what you have made

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Skills Progression Document

Art Learning Ladder – Year Two

Drawing	Painting/Collage	3D/Sculpture	Knowledge
<ul style="list-style-type: none"> I can use three different grades of pencil in my drawing (4B, 8B, HB). I can use charcoal, pencil and pastels. I can create different tones using light and dark. I can show patterns and texture in my drawings. 	<ul style="list-style-type: none"> I can mix paint to create all the secondary colours. I can mix and match colours - predicting outcomes I can mix my own brown. I can make tints by adding white. I can make tones by adding black. I can create individual and group collages. I can use different kinds of materials on my collage and explain why I have chosen them. I can use repeated patterns in my collage. 	<ul style="list-style-type: none"> I can make a clay pot I can join two finger pots together I can add line and shape to my work 	<ul style="list-style-type: none"> I can link colours to natural and man-made objects. I can say how other artists have used colour, pattern and shape I can create a piece of work in response to another artist's work
Generating Ideas		Evaluating	
<p>Develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Look at a variety of types of source material and understand the differences: including images on whiteboard, images in books and websites, art work in galleries and objects in museums.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p>		<p>Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</p> <p>Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p>	

Year 2 – Vocab & Assessment Questions

Vocab Summary

Activities & Techniques

Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Quick Print Foam

Materials:

Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine

Concepts:

Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Model, Space,

Tools:

Scissors, Brushes, Palettes, Rollers, Hands

Assessment Questions

- Tell me about that you are making
- What might you do next?
- Which materials might you use?
- What have you discovered?
- Tell me about what you have made
- What would you like to explore more of?



Skills Progression Document

National Curriculum Requirements of Art and Design at Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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 (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.



Skills Progression Document

Art Learning Ladder – Year Three

Drawing	Painting/Collage	3D/Sculpture	Knowledge
<ul style="list-style-type: none"> • Can you show facial expressions in your drawings? • Can you use your sketches to produce a final piece of work? • Can you write an explanation of your sketch in notes? • Can you use different grades of pencil shade, to show different tones and texture? 	<ul style="list-style-type: none"> • Can you predict with accuracy the colours that you mix? • Do you know where each of the primary and secondary colours sits on the colour wheel? • Can you create a background using a wash? • Can you use a range of brushes to create different effects? • Can you cut very accurately? • Can you overlap materials? • Can you experiment using different colours? • Can you use mosaic? • Can you use montage? 	<ul style="list-style-type: none"> • Can you add onto your work to create texture and shape? • Can you work with life size materials? • Can you create pop-ups? 	<ul style="list-style-type: none"> • Can you compare the work of different artists? • Can you explore work from other cultures? • Can you explore work from other periods of time? • Are you beginning to understand the viewpoints of others by looking at images of people and understand how you are feeling and what the artist is trying to express in your work?
Generating Ideas		Evaluating	
<p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Discuss the intentions of artists and reflect/respond to these.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects</p> <p>Use digital media to research and identify key techniques and themes in artists' works.</p>		<p>Feel able to express and share an opinion about the artwork. Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Think about how and why the work was created.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</p> <p>Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>Make suggestions about other people's work and get feedback about your work.</p>	

Year 3 – Vocab & Assessment Questions

Vocab Summary

Assessment Questions

Activities & Techniques

Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate

Materials:

Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Quick Print Foam

Concepts:

Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography,

Tools:

Scissors, Pliers, Brushes, Palettes, Rollers, Hands

- Tell me about that you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?

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Skills Progression Document

Art Learning Ladder – Year Four

Drawing	Painting/Collage	3D/Sculpture	Knowledge
<ul style="list-style-type: none"> • Can you begin to show facial expressions and body language in your sketches? • Can you identify and draw simple objects, and use marks and lines to produce texture? • Can you organise line, tone, shape and colour to represent figures and forms in movement? • Can you show reflections? • Can you explain why you have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can you create all the colours you need? • Can you create mood in your paintings? • Do you successfully use shading to create mood and feeling? • Can you use ceramic mosaic? • Can you combine visual and tactile qualities? 	<ul style="list-style-type: none"> • Do you experiment with and combine materials and processes to design and make 3D form? • Can you begin to sculpt clay and other mouldable materials? 	<ul style="list-style-type: none"> • Can you experiment with different styles which artists have used? • Can you explain art from other periods of history?
Generating Ideas		Evaluating	
<p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Discuss the intentions of artists and reflect/respond to these.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects</p> <p>Use digital media to research and identify key techniques and themes in artists' works.</p>		<p>Feel able to express and share an opinion about the artwork. Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Think about how and why the work was created.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</p> <p>Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>Make suggestions about other people's work and get feedback about your work.</p>	

Year 4 – Vocab & Assessment Questions

Vocab Summary

Assessment Questions

Activities & Techniques

Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,

Materials:

Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam

Concepts:

Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion,

Tools:

Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands

- Tell me about that you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?



Skills Progression Document

Art Learning Ladder – Year Five

Drawing	Painting/Collage	3D/Sculpture	Knowledge
<ul style="list-style-type: none"> • Can you identify and draw simple objects, and use marks and lines to produce texture? • Do you successfully use shading to create mood and feeling? • Can you organise line, tone, shape and colour to represent figures and forms in movement? • Can you show reflections? • Can you explain why you have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can you create a range of moods in your paintings? • Can you express your emotions accurately through your painting and sketches? • Can you use ceramic mosaic to produce a piece of art? • Can you combine visual and tactile qualities to express mood and emotion? 	<ul style="list-style-type: none"> • Do you experiment with and combine materials and processes to design and make 3D form? • Can you sculpt clay and other mouldable materials? 	<ul style="list-style-type: none"> • Can you experiment with different styles which artists have used? • Do you learn about the work of others by looking at your work in books, the Internet, visits to galleries and other sources of information?
Generating Ideas		Evaluating	
<p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response.</p> <p>Critique work throughout so that brainstorming becomes part of the creative process.</p> <p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>		<p>Feel able to express and share an opinion about the artwork.</p> <p>Discuss why the work was made, as well as how.</p> <p>Share your response to the artwork.</p> <p>Ask questions about process, technique, idea or outcome.</p> <p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p>	

Year 5 – Vocab & Assessment Questions

Vocab Summary

Assessment Questions

Activities & Techniques

Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,

Materials:

Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam

Concepts:

Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic,

Tools:

Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands

- Tell me about that you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?
- What is the potential of what you have done? What could you do next?

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Skills Progression Document

Art Learning Ladder – Year Six

Drawing	Painting/Collage	3D/Sculpture	Knowledge
<ul style="list-style-type: none"> Do your sketches communicate emotions and a sense of self with accuracy and imagination? Can you explain why you have combined different tools to create your drawings? Can you explain why you have chosen specific drawing techniques? 	<ul style="list-style-type: none"> Can you explain what your own style is? Can you use a wide range of techniques in your work? Can you explain why you have chosen specific painting techniques? Can you justify the materials you have chosen? Can you combine pattern, tone and shape? 	<ul style="list-style-type: none"> Can you create models on a range of scales? Can you create work which is open to interpretation by the audience? Can you include both visual and tactile elements in your work? 	<ul style="list-style-type: none"> Can you make a record about the styles and qualities in your work? Can you say what your work is influenced by? Can you include technical aspects in your work, e.g. architectural design?
Generating Ideas		Evaluating	
<p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response.</p> <p>Critique work throughout so that brainstorming becomes part of the creative process.</p> <p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>		<p>Feel able to express and share an opinion about the artwork.</p> <p>Discuss why the work was made, as well as how.</p> <p>Share your response to the artwork.</p> <p>Ask questions about process, technique, idea or outcome.</p> <p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p>	

Year 6 – Vocab & Assessment Questions

Vocab Summary	Assessment Questions
<p>Activities & Techniques</p> <p>Activities & Techniques Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,</p> <p>Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam</p> <p>Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic, Set Design, Puppetry,</p> <p>Tools: Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands</p>	<ul style="list-style-type: none"> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? <ul style="list-style-type: none"> • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? What could you do next?