

Intent

- For children to have an appreciation for artwork from a diverse range of artists.
- For children to feel confident to explore art and express themselves freely.
- To experience a range of artistic processes and techniques.
- For children to develop the skills needed to produce a range of artwork using a variety of media.

	Curriculum	Knowledge	Skills	Vocabulary
FI	<i>Development Matters</i> 3 & 4 year olds <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. 	Autumn 1 – Drawing, painting, 3D sculpture (simple models) <ul style="list-style-type: none"> • To know the materials they have can make marks on paper. • To know that to draw we use continuous lines that can curve and make shapes. • To know the names of the main colours. • To know the names and uses of different art materials (pencils, crayons, paint). <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know they can express themselves through art and there is no right or wrong. 	Autumn 1 – Drawing, painting, 3D sculpture (simple models) <ul style="list-style-type: none"> • To be confident in using a range of materials when creating artwork. • To be confident in gripping a pencil to create closed shapes with continuous lines (a circle for a face). • To be able to use drawing to represent ideas • To explore different art materials to develop ideas and create their own artwork. 	Colour names-red, orange, yellow, green, blue, black, white Paintbrush, paint pot, dip, scrape Glue, glue pot, glue stick, dip, scrape, wipe Pencil, crayons, chalk, felt tip, materials, mixing, circle, line, shapes.
		Autumn 2 – 3d sculpture (clay), Collage <ul style="list-style-type: none"> • To know the names and uses of different art materials (clay, paper, card). • To know how to use a glue stick and wet glue. 	Autumn 2 – 3d sculpture (clay), Collage <ul style="list-style-type: none"> • To explore different art materials to develop ideas about how to use the materials independently. • To explore different art materials to develop ideas and create their own artwork. • To be able to use their imagination to develop their own ideas and decide which materials to use to express them. 	Clay, squeeze, squash, roll, sausage, ball, rolling pin, flat Glue, glue pot, glue stick, dip, scrape, wipe, stick.

	<ul style="list-style-type: none"> • Show different emotions in their drawings – happiness, sadness, fear, etc. <p>3 and 4 year old statements from Development Matters 2021 (Expressive Arts and Design)</p>	<p>Spring 1 – Drawing, Collage</p> <ul style="list-style-type: none"> • To know the marks on paper can represent something real. • To know and name different emotions and know that artwork can make us feel different emotions. • To know that movement or loud noises can inspire our art. • To know they can express themselves through art and there is no right or wrong. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know that to draw we use continuous lines that can curve and make shapes. • To know the names and uses of different art materials (pencils, crayons, paint, felt tips, chalk, paper, card). • To know how to use a glue stick and wet glue. <p>Spring 2 – Printing, 3d sculpture (natural materials)</p> <ul style="list-style-type: none"> • To know the materials they have (printing materials) can make marks on paper. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know the marks on paper can represent something real. • To know that movement or loud noises can inspire our art. • To know and name different emotions and know that artwork can make us feel different emotions. • To know the names of the main colours. • To know they can express themselves through art and there is no right or wrong. 	<p>Spring 1 – Drawing, Collage</p> <ul style="list-style-type: none"> • To be confident in using a range of materials when creating artwork. • To be confident in gripping a pencil to create closed shapes with continuous lines (a circle for a face). • To be able to use drawing to represent ideas • To be able to use a range of materials to express emotions in drawings and paintings (happiness, sadness, fear). • To explore different art materials to develop ideas about how to use the materials independently. • To explore different art materials to develop ideas and create their own artwork. • To be able to use their imagination to develop their own ideas and decide which materials to use to express them. <p>Spring 2 – Printing, 3d sculpture (natural materials)</p> <ul style="list-style-type: none"> • To be confident in using a range of materials when creating artwork. • To explore different art materials to develop ideas about how to use the materials independently. • To explore different art materials to develop ideas and create their own artwork. • To be able to use their imagination to develop their own ideas and decide which materials to use to express them. 	<p>Colour names-red, orange, yellow, green, blue, black, white.</p> <p>Glue, glue pot, glue stick, dip, scrape, wipe, stick.</p> <p>Pencil, crayons, chalk, felt tip, materials, mixing, circle, face, line, feelings, emotions, movement, noises, shapes.</p> <p>Colour names-red, orange, tallow, green, blue, black, white</p> <p>Print, dip, lift, press</p>
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		<p>Summer 2 – Drawing:closed shapes to represent objects.</p> <ul style="list-style-type: none"> • To know the marks on paper can represent something real. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know the materials they have can make marks on paper. • To know that to draw we use continuous lines that can curve and make shapes. • To know the names of the main colours. • To know the names and uses of different art materials (pencils, crayons, felt tips, chalk, paper, card). 	<p>Summer 2 – Drawing</p> <ul style="list-style-type: none"> • To be confident in gripping a pencil to create closed shapes with continuous lines (a circle for a face). • To be able to use drawing to represent ideas • To explore different art materials to develop ideas about how to use the materials independently. • To explore different art materials to develop ideas and create their own artwork. 	<p>Colour names-red, orange, yellow, green, blue, black, white</p> <p>Pencil, crayons, chalk, felt tip, materials, mixing, circle, face, line, feelings, emotions, head, body, arms, legs, hair, eyes, nose, mouth.</p>
	Curriculum	Knowledge	Skills	Vocabulary

F2	Children in Reception <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	Autumn 1 – Explore art materials <ul style="list-style-type: none"> To know the names of the main colours. To know they can express themselves through art and there is no right or wrong. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> To know the materials they have can make marks on paper. To know the marks on paper can represent something real. To know how to create some shapes to represent items they are drawing. 	Autumn 1 – Explore art materials <ul style="list-style-type: none"> To be confident to use a range of materials when creating artwork. To be able to attribute meaning to the marks they make on paper. To be able to manipulate materials to create marks in a controlled way. To be able to express their opinion about a piece of artwork. 	Artist, artwork Colour names, red, orange, yellow, green, blue, black, white, grey, brown, pink, purple, gold, silver. Paintbrush, paintpot, pencil, crayons, chalk, felt tip, materials,
	ELG <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>Reception statements from Development Matters 2021 (Expressive Arts and Design)</p>	Autumn 2 – 3d sculpture (clay), Drawing, Painting, Collage <ul style="list-style-type: none"> To know the marks on paper can represent something real. To know how to create some shapes to represent items they are drawing. To know they can look at an item or picture and represent this on paper. (face with features, connected body with limbs) <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> To know the materials they have can make marks on paper. To know the names of the main colours. To know that artwork can make us feel different emotions. To know they can express themselves through art and there is no right or wrong. 	Autumn 2 – 3d sculpture (clay), Drawing, Painting, Collage <ul style="list-style-type: none"> To be confident to use a range of materials when creating artwork. To be able to attribute meaning to the marks they make on paper. To be able to manipulate materials to create marks in a controlled way. To be able to name the feelings evoked in them by artwork. To be able to express their opinion about a piece of artwork. To be able to represent what they see on paper. To be able to build their artwork up in the right order. 	Artist, artwork Colour names, red, orange, yellow, green, blue, black, white, grey, brown, pink, purple, gold, silver. Clay, thumb pot, squeeze, roll, ball, smooth. Cut, tear, scrunch, fold Paintbrush, pencil, crayons, chalk, felt tip, collage, materials, mixing,
		Spring 1 – Colour mixing, 3d sculpture (collections of materials)	Spring 1 – Colour mixing, 3d sculpture (collections of materials)	Artist, artwork Colour names, red, orange, yellow,

		<ul style="list-style-type: none"> • To know when two colours are mixed together it makes another colour. • To know the names of the main colours. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know that artwork can make us feel different emotions. • To know they can express themselves through art and there is no right or wrong. • To know that you can return to a piece of art to add more detail. 	<ul style="list-style-type: none"> • To be confident to use a range of materials when creating artwork. • To be able to manipulate paint and paintbrushes to mix colours. • To be able to talk about what has happened when they mix colours, using colour names. • To be able to name the feelings evoked in them by artwork. • To be able to express their opinion about a piece of artwork. 	<p>green, blue, black, white, grey, brown, pink, purple, gold, silver.</p> <p>Paintbrush, materials, mixing,</p>
		<p>Spring 2 – Printing</p> <ul style="list-style-type: none"> • To know the materials they have can make marks on paper. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know the marks on paper can represent something real. • To know that artwork can make us feel different emotions. • To know they can express themselves through art and there is no right or wrong. 	<p>Spring 2 – Printing</p> <ul style="list-style-type: none"> • To be confident to use a range of materials when creating artwork. • To be able to attribute meaning to the marks they make on paper. • To be able to manipulate materials to create marks in a controlled way. • To be able to name the feelings evoked in them by artwork. • To be able to express their opinion about a piece of artwork. • To be able to represent what they see on paper. • To be able to build their artwork up in the right order. 	<p>Artist, artwork</p> <p>Print, stencil, sponge, roller.</p>
		<p>Summer 1 – Drawing, Painting, Collage</p> <ul style="list-style-type: none"> • To know the marks on paper can represent something real. • To know how to create some shapes to represent items they are drawing. • To know what a scene is. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p>	<p>Summer 1 – Drawing, Painting, Collage</p> <ul style="list-style-type: none"> • To be confident to use a range of materials when creating artwork. • To be able to attribute meaning to the marks they make on paper. • To be able to manipulate materials to create marks in a controlled way. • To be able to manipulate paint and paintbrushes to mix colours. 	<p>Artist, artwork</p> <p>Colour names, red, orange, yellow, green, blue, black, white, grey, brown, pink, purple, gold, silver.</p>

		<ul style="list-style-type: none"> • To know when two colours are mixed together it makes another colour. • To know the names of the main colours. • To know they can look at an item or picture and represent this on paper. • To know that you can return to a piece of art to add more detail. 	<ul style="list-style-type: none"> • To be able to talk about what has happened when they mix colours, using colour names. • To be able to name the feelings evoked in them by artwork. • To be able to express their opinion about a piece of artwork. • To be able to represent what they see on paper. • To be able to build their artwork up in the right order. 	<p>Cut, tear, scrunch, fold</p> <p>Paintbrush, pencil, crayons, chalk, felt tip, collage, materials, mixing, scene, Face, features of faces, animal names and features.</p>
		<p>Summer 2 – Multimedia artwork</p> <ul style="list-style-type: none"> • To know they can express themselves through art and there is no right or wrong. • To know that you can return to a piece of art to add more detail. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know how to create some shapes to represent items they are drawing. • To know that artwork can make us feel different emotions. • To know they can look at an item or picture and represent this on paper. 	<p>Summer 2 – Multimedia artwork</p> <ul style="list-style-type: none"> • To be confident to use a range of materials when creating artwork. • To be able to manipulate materials to create marks in a controlled way. • To be able to manipulate paint and paintbrushes to mix colours. • To be able to name the feelings evoked in them by artwork. • To be able to express their opinion about a piece of artwork. • To be able to represent what they see on paper. • To be able to build their artwork up in the right order. 	<p>Artist, artwork</p> <p>Colour names, red, orange, yellow, green, blue, black, white, grey, brown, pink, purple, gold, silver.</p> <p>Cut, tear, scrunch, fold</p> <p>Print, stencil, sponge, roller.</p> <p>Paintbrush, pencil, crayons, chalk, felt tip, collage, materials, scene,</p>
	Curriculum	Knowledge	Skills	Vocabulary
Year 1	Pupils should be taught:	Autumn 1 – drawing skills: line and shape	Autumn 1 – drawing skills: line and shape	Artist, artwork

	<ul style="list-style-type: none"> 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 wide 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. 	<ul style="list-style-type: none"> To know that different lines can be used to create an effect. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> To know the names of some famous or notable artists. To know others artwork can inspire their own. To know that some materials are better for a desired effect. 	<ul style="list-style-type: none"> To be able to draw a range of different lines freehand. To be able to use colour appropriately. To be able to choose the appropriate techniques to create a desired effect. To be able to share their opinion of notable artwork. To be able to describe similarities and differences between pieces of artwork. 	Line – thick, thin, straight, curved, wavy, zig zag, spiral, loop, castle, dashed, dotted, light, dark.
		<p>Autumn 2 – 3D artwork , clay, paper sculpture</p> <ul style="list-style-type: none"> To know that some materials are better for a desired effect. To know what texture is and how different textures can be described. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> To know their ideas, experiences and imagination can be represented in their artwork. 	<p>Autumn 2 – 3D artwork , clay, paper sculpture</p> <ul style="list-style-type: none"> To be able to experiment with colour and materials. To be able to manipulate materials such as clay. To be able to choose the appropriate techniques to create a desired effect. To be able to describe similarities and differences between pieces of artwork. To be able to name different textures. 	Artist, artwork 3D, thick, thin, straight, curved, wavy, zig zag, spiral, loop, fold, roll, curl, texture, colour, shape, sculpture, coil pot, smooth, finishing techniques.
		<p>Spring 1 – Observational drawing : line, shape, pattern, position, proportion</p> <ul style="list-style-type: none"> To know what an observational drawing is. To know that different lines can be used to create an effect. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> To know that some materials are better for a desired effect. To know the names of some famous or notable artists. To know others artwork can inspire their own. To know what texture is and how different textures can be described. 	<p>Spring 1 – Observational drawing : line, shape, pattern, position, proportion</p> <ul style="list-style-type: none"> To be able to look carefully at objects and be able to represent them on paper. To be able to experiment with colour and materials. To be able to draw a range of different lines freehand. To be able to use colour appropriately. To be able to choose the appropriate techniques to create a desired effect. To be able to share their opinion of famous artwork. To be able to describe similarities and differences between pieces of artwork. 	Artist, artwork, opinion, inspiration Line – thick, thin, straight, curved, wavy, zig zag, spiral, loop, castle, dashed, dotted, observational drawing, position, proportion texture, colour, shape.

			<ul style="list-style-type: none"> • To be able to name different textures. 	
		<p>Spring 2 – printing: relief printing</p> <ul style="list-style-type: none"> • To know what relief printing is. • To know how to create a relief print. • To know that some materials are better for a desired effect. • To know that different lines can be used to create an effect. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know their ideas, experiences and imagination can be represented in their artwork. • To know others artwork can inspire their own. • To know what texture is and how different textures can be described. 	<p>Spring 2 – printing: relief printing</p> <ul style="list-style-type: none"> • To be able to experiment with colour and materials. • To be able to draw a range of different lines freehand. • To be able to choose the appropriate techniques to create a desired effect. • To be able to describe similarities and differences between pieces of artwork. • To be able to name different textures. 	<p>Artist, artwork, opinion, inspiration</p> <p>Printing, relief printing, print, block, carve, roller, ink, palette, line – thick, thin, straight, curved, wavy, zig zag, spiral, loop, castle, dashed, dotted,</p>
		<p>Summer 1 – drawing/painting skills: line, shape, pattern, position, proportion</p> <ul style="list-style-type: none"> • To know that different lines can be used to create an effect. • To know what texture is and how different textures can be described. • To know which colours to mix together to create a desired effect. • To know that primary colours can be mixed together to make other colours. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know that some materials are better for a desired effect. • To know their ideas, experiences and imagination can be represented in their artwork. 	<p>Summer 1 – drawing/painting skills: line, shape, pattern, position, proportion</p> <ul style="list-style-type: none"> • To be able to look carefully at objects and be able to represent them on paper. • To be able to experiment with colour and materials. • To be able to draw a range of different lines freehand. • To be able to use colour appropriately. • To be able to choose the appropriate techniques to create a desired effect. • To be able to share their opinion of famous artwork. • To be able to describe similarities and differences between pieces of artwork. • To be able to name different textures. • To be able to mix colours to create the colour they need for their artwork. 	<p>Artist, artwork, opinion, inspiration, Line – thick, thin, straight, curved, wavy, zig zag, spiral, loop,</p> <p>Observational drawing, position, proportion texture, colour, shape, effect, wet, dry, bleed.</p>

		<ul style="list-style-type: none"> • To know the names of some famous or notable artists. • To know others artwork can inspire their own. 		
		<p>Summer 2 – 3D artwork: paper sculpture using papier mache, applying finishing techniques to create different textures.</p> <ul style="list-style-type: none"> • To know that some materials are better for a desired effect. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know their ideas, experiences and imagination can be represented in their artwork. • To know what texture is and how different textures can be described. • To know which colours to mix together to create a desired effect. • To know that primary colours can be mixed together to make other colours. 	<p>Summer 2 – 3D artwork: paper sculpture using papier mache</p> <ul style="list-style-type: none"> • To be able to experiment with colour and materials. • To be able to manipulate materials . • To be able to use colour appropriately. • To be able to choose the appropriate techniques to create a desired effect. • To be able to describe similarities and differences between pieces of artwork. • To be able to name different textures. • To be able to mix colours to create the colour they need for their artwork. 	<p>Artist, artwork, opinion, 3D, papier mache, paste, set, texture, smooth, rough, layers, colour, shape, sculpture, finishing techniques</p>
	Curriculum	Knowledge	Skills	Vocabulary
Year 2	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 wide 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 	<p>Autumn 1 – Colour mixing: tints, shades, tones, mix brown, black</p> <ul style="list-style-type: none"> • To know what the terms tint, shade and tone mean. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know the names of further famous or notable artists. • To know others artwork can inspire their own. • To know that some materials are better for a desired effect. • To know that artwork can be planned in advance. 	<p>Autumn 1 – Colour mixing: tints, shades, tones, mix brown, black</p> <ul style="list-style-type: none"> • To be able to share their opinion of famous artwork. • To be able to describe similarities and differences between pieces of artwork. • To be able to use pencils to create shading. • To be able to create different tints, shades and tones of a colour. • To be able to use different tints, shades and tones when creating a piece of artwork. • To be able to think about and plan the resources and techniques they will need in advance. 	<p>Artist, artwork, opinion, effect, inspiration, space, form, tints, shades, tones, shape, pattern, line,</p>
		<p>Autumn 2 – 3D artwork, clay tile adding and securing elements</p>	<p>Autumn 2 – 3D artwork, clay tile adding and securing elements</p>	<p>Artist, artwork, opinion, effect,</p>

	disciplines, and making links to their own work.	<ul style="list-style-type: none"> • To know that some materials are better for a desired effect. • To understand that form relates to 3D artwork. • To know that artwork can be planned in advance. <ul style="list-style-type: none"> • To know the names of further famous or notable artists. • To know others artwork can inspire their own. • To know that different lines can be used to create an effect. • To know how to use the space effectively when creating artwork. 	<ul style="list-style-type: none"> • To be able to share their opinion of famous artwork. • To be able to describe similarities and differences between pieces of artwork. • To be able to use materials to create 3D pieces of art, using a range of materials. • To be able to use shape, pattern and line to create a larger piece of artwork. • To be able to think about and plan the resources and techniques they will need in advance. • To be able to build up a piece of artwork over a period of time. 	inspiration, space, form, shape, pattern, line, 3D, clay, batons, tile, clay slip, roll, ball, texture, secure
		<p>Spring 1 – Drawing techniques: line, shape, space, position, shading, hatching, cross hatching, smudging</p> <ul style="list-style-type: none"> • To know that shading can be used to create an effect when drawing. • To know that different lines can be used to create an effect. • To know that some materials are better for a desired effect. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know the names of further famous or notable artists. • To know others artwork can inspire their own. • To know how to use the space effectively when creating artwork. 	<p>Spring 1 – Drawing techniques: line, shape, space, position, shading, hatching, cross hatching, smudging</p> <ul style="list-style-type: none"> • To be able to share their opinion of famous artwork. • To be able to describe similarities and differences between pieces of artwork. • To be able to use pencils to create shading. • To be able to create different tints, shades and tones of a colour. • To be able to use different tints, shades and tones when creating a piece of artwork. • To be able to use shape, pattern and line to create a larger piece of artwork. • To be able to think about and plan the resources and techniques they will need in advance. • To be able to build up a piece of artwork over a period of time. • To be able to use the skills they have learnt to create their own individual piece of art. 	Artist, artwork, opinion, effect, inspiration, space, shape, pattern, line, shading, 2D, 3D hatching, cross hatching, smudge, charcoal
		Spring 2 – Printing, creating own block print by adding elements to a block	Spring 2 – Printing, creating own block print by adding elements to a block	Artist, artwork, opinion, effect, inspiration, space,

		<ul style="list-style-type: none"> • To know that some materials are better for a desired effect. • To know how to use the space effectively when creating artwork. • To know that artwork can be planned in advance. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know the names of further famous or notable artists. • To know others artwork can inspire their own. 	<ul style="list-style-type: none"> • To be able to share their opinion of famous artwork. • To be able to describe similarities and differences between pieces of artwork. • To be able to use materials to create 3D pieces of art, using a range of materials. • To be able to use shape, pattern and line to create a larger piece of artwork. • To be able to think about and plan the resources and techniques they will need in advance. • To be able to build up a piece of artwork over a period of time. • To be able to use the skills they have learnt to create their own individual piece of art. 	<p>form, shape, pattern, line, 2D, 3D, block, print, roller, ink, texture.</p>
		<p>Summer 1 – Drawing/painting animals, using line, shape, pattern, position, proportion.</p> <ul style="list-style-type: none"> • To know that different lines can be used to create an effect. • To know that shape, pattern and line can be used to create a larger piece of artwork. • To know that shading can be used to create an effect when drawing. • To know how to use the space effectively when creating artwork. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know the names of further famous or notable artists. • To know others artwork can inspire their own. • To know what the terms tint, shade and tone mean. 	<p>Summer 1 – Drawing/painting animals, using line, shape, pattern, position, proportion.</p> <ul style="list-style-type: none"> • To be able to share their opinion of famous artwork. • To be able to describe similarities and differences between pieces of artwork. • To be able to use pencils to create shading. • To be able to create different tints, shades and tones of a colour. • To be able to use different tints, shades and tones when creating a piece of artwork. • To be able to use shape, pattern and line to create a larger piece of artwork. • To be able to build up a piece of artwork over a period of time. • To be able to use the skills they have learnt to create their own individual piece of art. 	<p>Artist, artwork, opinion, effect, inspiration, space, form, shape, line, pattern, line, shading, 2D, 3D, proportion, hatching, cross hatching, smudge.</p>

		<p>Summer 2 – Collage: combining photography and collage</p> <ul style="list-style-type: none"> - Use skills and techniques taught to plan and create their own individual artwork • To know that some materials are better for a desired effect. • To know that artwork can be planned in advance. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> • To know the names of further famous or notable artists. • To know others artwork can inspire their own. • To know that different lines can be used to create an effect. • To know that shading can be used to create an effect when drawing. • To know how to use the space effectively when creating artwork. • To understand that form relates to 3D artwork. • To know what the terms tint, shade and tone mean. • To know that shape, pattern and line can be used to create a larger piece of artwork. 	<p>Summer 2 – Collage: combining photography and collage</p> <ul style="list-style-type: none"> - Use skills and techniques taught to plan and create their own individual artwork • To be able to share their opinion of famous artwork. • To be able to describe similarities and differences between pieces of artwork. • To be able to use pencils to create shading. • To be able to use materials to create 3D pieces of art, using a range of materials. • To be able to create different tints, shades and tones of a colour. • To be able to use different tints, shades and tones when creating a piece of artwork. • To be able to use shape, pattern and line to create a larger piece of artwork. • To be able to think about and plan the resources and techniques they will need in advance. • To be able to build up a piece of artwork over a period of time. • To be able to use the skills they have learnt to create their own individual piece of art. 	<p>Artist, artwork, opinion, effect, inspiration, space, form, tints, shades, tones, shape, pattern, line, 2D, 3D, collage, texture, scrunch, roll, tear, fold, curl.</p>
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