

Art

Elements Curriculum – SEE, DO, GET Model

SEE (Intent)




















Through a broad, balanced, ambitious, curriculum we aim to give all the children of Elements Primary School the knowledge, skills, resilience, and ambition to become confident world changers at a local, national and global level.

The 'Elements' of Elements 'Our Values'		
Community & Family	Positivity & Happiness	Creativity & Innovation
<ul style="list-style-type: none"> • Inclusion • Positive self identity • Sense of belonging • Tolerance, Respect and Peace • Citizenship • Sense of Contribution • Roles & Responsibility • Synergy (Habit 6) • Seek First to understand then to be understood (Habit 5) • Diversity • Democracy 	<ul style="list-style-type: none"> • Think Win-Win (Habit 4) • Mutual Respect • 'Can Do' Attitude • Good Mental Health • Sharpen the Saw (Habit 7) • Relationships • Carrying your own weather • Celebration and praise 	<ul style="list-style-type: none"> • Invention • Self Expression • Design • Research & Development • Inspiration • Meeting a need • Embrace the Arts • Metacognition • Technology Enhanced Learning • "Thinking outside the box" • Rule breaking
Aspiration & Pride	Personal Leadership & Resilience	We are creating--
<ul style="list-style-type: none"> • Dreaming Big • Aiming High • Self Belief • Self Confidence • Giving credit where it is due • Congratulate and uplift others • Begin with the end in mind (Habit 2) • Leaving a legacy 'Painting a masterpiece' 	<ul style="list-style-type: none"> • The 7 Habits of Highly Effective People • Evaluative Practice • Problem Solving • Interdependence • 'Have a go' attitude • Collaboration • Change management • Personal reflection • Emotional Bank Account • Seeking and meeting challenge 	<p>A Culture World Changers History Makers</p>

Questions in Art

Global Influences 'Our Global Responsibilities'		
Citizenship	Environment	Health
<p>Which artists depict human rights in their work? What role does art have on politics? How does art affect the economy? Does making art help us understand others?</p>	<p>Who are the key environmental artists? Where are art materials sourced from? How has the natural world been used in art?</p>	<p>Does art have an impact on mental health? What does art help us to do? What are fine and gross motor skills and how do they help us create?</p>
Sustainability		Creativity
<p>Can junk be used to make art? Could art materials be sourced more sustainably? How is different art produced?</p>		<p>What are the most famous pieces of art globally? Is art designed differently to an invention? Art and culture: which impacts the other? Is the UK art culture diverse enough? Where are the key global showcases of art?</p>

Art Vehicle Overview

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Aboriginal Art  (Drawing, patterns and printing, colour)	Monarch Portraits  (Drawing)	Van Gogh Landscapes  (Colour, textiles)			Portrait Collage  (Drawing, textiles)
Designed and Built	Andy Goldsworthy  (Printing and Pattern)	Clay Landmarks  (Structures)		Fossil Casting  (Drawing, sculpture)	Roman Sculptures  (Drawing, sculpture)	Monet's Nature  (Drawing, colour)	
Lost in a Book	Character Portraits  (Drawing, colour)		'Brown Paint'  (Colour, printing and pattern, drawing)	Embroidered Stones  (Drawing, textiles)	Greek Tapestry  (Drawing, textiles, colour)	Viking Baskets  (Drawing, textiles)	
Listen		Steven Brown  (Drawing, textiles, colour)			Folklore Sketches  (Drawing, sculpture)	Sam Gilliam  (Colour, textiles)	Pop Art  (Colour, drawing)
Change the World							Art Project  (All)

Coverage of Art Concepts and Skills

Year 1				
The Famous Five: Aboriginal Art				
Colour	Drawing	Sculpture	Textiles	Printing and Pattern
Designed and Built: Clay Landmarks				
Colour	Drawing	Sculpture	Textiles	Printing and Pattern
Listen: Steven Brown				
Colour	Drawing	Sculpture	Textiles	Printing and Pattern

Year 2				
The Famous Five: Monarch Portraits				
Colour	Drawing	Sculpture	Textiles	Printing and Pattern
Lost in a Book: Brown Paint				
Colour	Drawing	Sculpture	Textiles	Printing and Pattern

Year 3

The Famous Five: Van Gogh Landscapes

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Designed and Built: Fossil Casting

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Lost in a Book: Embroidered Stones

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Year 4

Designed and Built: Roman Sculptures

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Lost in a Book: Greek Tapestry

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Listen: Folklore Sketches

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Year 5

Designed and Built: Monet's Nature

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Lost in a Book: Viking Baskets

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Listen: Sam Gilliam

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Year 6

The Famous Five: Portrait Collage

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Listen: Pop Art

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Change the World: Art Project

Colour

Drawing

Sculpture

Textiles

Printing and Pattern

Colour

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Aboriginal Art <i>(Drawing, patterns and printing, colour)</i>	Monarch Portraits <i>(Drawing)</i>	Van Gogh Landscapes <i>(Colour, textiles)</i>			Portrait Collage <i>(Drawing, textiles)</i>
Designed and Built	Andy Goldsworthy <i>(Printing and Pattern)</i>	Clay Landmarks <i>(Structures)</i>		Fossil Casting <i>(Drawing, sculpture)</i>	Roman Sculptures <i>(Drawing, sculpture)</i>	Monet's Nature <i>(Drawing, colour)</i>	
Lost in a Book	Character Portraits <i>(Drawing, colour)</i>		'Brown Paint' <i>(Colour, printing and pattern, drawing)</i>	Embroidered Stones <i>(Drawing, textiles)</i>	Greek Tapestry <i>(Drawing, textiles, colour)</i>	Viking Baskets <i>(Drawing, textiles)</i>	
Listen		Steven Brown <i>(Drawing, textiles, colour)</i>			Folklore Sketches <i>(Drawing, sculpture)</i>	Sam Gilliam <i>(Colour, textiles)</i>	Pop Art <i>(Colour, drawing)</i>
Change the World							Art Project <i>(All)</i>

Drawing

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Aboriginal Art <i>(Drawing, patterns and printing, colour)</i>	Monarch Portraits <i>(Drawing)</i>	Van Gogh Landscapes <i>(Colour, textiles)</i>			Portrait Collage <i>(Drawing, textiles)</i>
Designed and Built	Andy Goldsworthy <i>(Printing and Pattern)</i>	Clay Landmarks <i>(Structures)</i>		Fossil Casting <i>(Drawing, sculpture)</i>	Roman Sculptures <i>(Drawing, sculpture)</i>	Monet's Nature <i>(Drawing, colour)</i>	
Lost in a Book	Character Portraits <i>(Drawing, colour)</i>		'Brown Paint' <i>(Colour, printing and pattern, drawing)</i>	Embroidered Stones <i>(Drawing, textiles)</i>	Greek Tapestry <i>(Drawing, textiles, colour)</i>	Viking Baskets <i>(Drawing, textiles)</i>	
Listen		Steven Brown <i>(Drawing, textiles, colour)</i>			Folklore Sketches <i>(Drawing, sculpture)</i>	Sam Gilliam <i>(Colour, textiles)</i>	Pop Art <i>(Colour, drawing)</i>
Change the World							Art Project <i>(All)</i>

Sculpture

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Aboriginal Art <i>(Drawing, patterns and printing, colour)</i>	Monarch Portraits <i>(Drawing)</i>	Van Gogh Landscapes <i>(Colour, textiles)</i>			Portrait Collage <i>(Drawing, textiles)</i>
Designed and Built	Andy Goldsworthy <i>(Printing and Pattern)</i>	Clay Landmarks <i>(Structures)</i>		Fossil Casting <i>(Drawing, sculpture)</i>	Roman Sculptures <i>(Drawing, sculpture)</i>	Monet's Nature <i>(Drawing, colour)</i>	
Lost in a Book	Character Portraits <i>(Drawing, colour)</i>		'Brown Paint' <i>(Colour, printing and pattern, drawing)</i>	Embroidered Stones <i>(Drawing, textiles)</i>	Greek Tapestry <i>(Drawing, textiles, colour)</i>	Viking Baskets <i>(Drawing, textiles)</i>	
Listen		Steven Brown <i>(Drawing, textiles, colour)</i>			Folklore Sketches <i>(Drawing, sculpture)</i>	Sam Gilliam <i>(Colour, textiles)</i>	Pop Art <i>(Colour, drawing)</i>
Change the World							Art Project <i>(All)</i>

Textiles

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Aboriginal Art <i>(Drawing, patterns and printing, colour)</i>	Monarch Portraits <i>(Drawing)</i>	Van Gogh Landscapes <i>(Colour, textiles)</i>			Portrait Collage <i>(Drawing, textiles)</i>
Designed and Built	Andy Goldsworthy <i>(Printing and Pattern)</i>	Clay Landmarks <i>(Structures)</i>		Fossil Casting <i>(Drawing, sculpture)</i>	Roman Sculptures <i>(Drawing, sculpture)</i>	Monet's Nature <i>(Drawing, colour)</i>	
Lost in a Book	Character Portraits <i>(Drawing, colour)</i>		'Brown Paint' <i>(Colour, printing and pattern, drawing)</i>	Embroidered Stones <i>(Drawing, textiles)</i>	Greek Tapestry <i>(Drawing, textiles, colour)</i>	Viking Baskets <i>(Drawing, textiles)</i>	
Listen		Steven Brown <i>(Drawing, textiles, colour)</i>			Folklore Sketches <i>(Drawing, sculpture)</i>	Sam Gilliam <i>(Colour, textiles)</i>	Pop Art <i>(Colour, drawing)</i>
Change the World							Art Project <i>(All)</i>

Printing and Pattern

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Aboriginal Art <i>(Drawing, patterns and printing, colour)</i>	Monarch Portraits <i>(Drawing)</i>	Van Gogh Landscapes <i>(Colour, textiles)</i>			Portrait Collage <i>(Drawing, textiles)</i>
Designed and Built	Andy Goldsworthy <i>(Printing and Pattern)</i>	Clay Landmarks <i>(Structures)</i>		Fossil Casting <i>(Drawing, sculpture)</i>	Roman Sculptures <i>(Drawing, sculpture)</i>	Monet's Nature <i>(Drawing, colour)</i>	
Lost in a Book	Character Portraits <i>(Drawing, colour)</i>		'Brown Paint' <i>(Colour, printing and pattern, drawing)</i>	Embroidered Stones <i>(Drawing, textiles)</i>	Greek Tapestry <i>(Drawing, textiles, colour)</i>	Viking Baskets <i>(Drawing, textiles)</i>	
Listen		Steven Brown <i>(Drawing, textiles, colour)</i>			Folklore Sketches <i>(Drawing, sculpture)</i>	Sam Gilliam <i>(Colour, textiles)</i>	Pop Art <i>(Colour, drawing)</i>
Change the World							Art Project <i>(All)</i>

Experiment, Observe, Compare, Evaluate

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas - try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p>	<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas - try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further</p> <p>Annotate work in sketchbook</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook</p>

Drawing

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p>To use drawings to develop ideas, plan work and design To use a sketchbook as a visual diary</p> <p><u>Form and Shape</u> To produce life drawings quickly and from different viewpoints with an awareness of form and movement</p> <p><u>Tone</u> Experiment with different implements to achieve variations in tone.</p> <p><u>Texture</u> To experiment with varying thicknesses of line to suggest form and shadow Look at and discuss artists who have used line in their work</p>	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of viewfinders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.</p>	<p>Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Develop their own style using tonal contrast and mixed media.</p> <p><u>Texture</u> Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition</p>

Colour

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas - try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>	<p>To mix colours from primary colours accurately.</p> <p>To match colour accurately.</p> <p>To apply knowledge of colour to observational work</p> <p>To experiment with colour using a range of media to make images and artefacts</p> <p>To experiment with shade.</p> <p>To use language to describe colour, such as transparent, hot, cold, shade, tint</p> <p>To discuss famous Artist's use of colour and technique</p> <p>To discuss and share opinion and feelings with regards to their work and others</p> <p>To discuss how colour reflects mood and atmosphere in a painting.</p>	<p>To be able to mix colours from primary colours accurately</p> <p>To select and record objects in relation to each other</p> <p>To justify choice of brush size, paper and scale</p> <p>To discuss work as it develops and explain decisions made</p> <p>To experiment with colour using a wide range of colours, drawing and media</p> <p>To experiment with colour mixing and blending</p> <p>To use colour to express feelings and emotions</p> <p>To apply colour expressively and imaginatively</p>	<p>To select and record objects with an awareness of tonal colour</p> <p>To apply colour mixing to a variety of projects</p> <p>To mix and match colours working from colour notes in sketchbooks</p> <p>To work directly from observation</p> <p>To work with colour against a variety of backgrounds</p> <p>To mix colours from memory</p> <p>To extend colour mixing to sundry and tertiary colours</p> <p>Observe and reproduce colours in natural and man-made objects</p> <p>Apply colour with many different tools and to different surfaces</p>	<p>To select and record objects, mix and match colour, reflective colour and shadow through colour.</p> <p>To consider the effect of light on form</p> <p>To incorporate visual research from sketchbooks into colour work, e.g. colour notes to inform painting</p> <p>To discuss symbolic use of colour in art</p> <p>To be able to describe the quality of colour and how it reflects mood</p> <p>To be able to compare and contrast two paintings</p> <p>To discuss different ways of developing their own work</p> <p>To apply their knowledge of colour mixing</p> <p>Investigate the properties of complementary colours</p> <p>Select own materials appropriate for task</p>	<p>To be able to mix and match colours and identify how colour reflects space and atmosphere</p> <p>To be able to apply colour in different ways</p> <p>To use primary and secondary source material to produce a range of alternative compositions</p> <p>Examine panoramic views, focus using a viewfinder</p> <p>To be able to describe the quality in colour: Tone, Temperature, Intensity, Pigment, Surface</p> <p>To use the language of colour to evaluate own work and to consider how work might develop in the future</p> <p>Examine and discuss composition.</p> <p>To use colour to create visual depth by employing cool and warm colours in a picture</p>

Textiles

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use fabrics and different materials in creative work.</p> <p>To sort different resources into colour.</p>	<p>Weave using strips of paper</p> <p>Select colours to use</p> <p>To begin to make simple stitches</p> <p>To sort collage materials into shades of colour</p> <p>To use concepts of under and over.</p>	<p>Weave using paper and strips of fabric</p> <p>To select and change colours</p> <p>To be able to sew and use simple stitches</p> <p>To be able to sort and select fabric and collage materials into shades of colour</p> <p>To use observational work as a basis for design</p> <p>Use weaving terminology such as wool, weave and loom</p> <p>To understand and use concepts of in, out, under, over, through, across, push, down, tight and loose.</p>	<p>To develop an awareness of textures of different types of fabric</p> <p>To develop ideas from observational work and produce a fabric image using weaving or appliqué and a variety of stitching techniques</p> <p>To use weaving terminology to describe their own work</p> <p>To further develop stitching techniques and experiment with a variety of threads</p> <p>To select their own materials to develop an idea or theme and explain their choice</p>	<p>To develop a broad vocabulary of weaving terms including warp, weft and tension</p> <p>To explore and investigate fabric and wool</p> <p>To translate a design into a piece of textiles based on a given theme</p> <p>Select and use appropriate materials in textile work and give justification for choice</p> <p>Use appropriate language to evaluate and modify own work</p> <p>To make connections with textile work from other cultures such as Batik, Tie Dye and African Textiles.</p>	<p>To experiment with shade and movement</p> <p>To experience weaving straight and wavy lines</p> <p>To practice a range of sewing techniques</p> <p>To use a variety of stitches</p> <p>To extend work from other art practices into textile and collage work</p> <p>To be able to discuss a piece of developing work using the appropriate technical language and the visual tactile elements</p> <p>To use other Artist's work as a stimulus for a weaving or a collage</p> <p>To use materials and tools safely</p> <p>To discuss textile work from other cultures, offer explanations and state preferences</p>	<p>To be able to use a variety of stitches to create pattern and texture</p> <p>To develop a design from visual research on a particular theme and produce a piece of detailed textile work</p> <p>To be able to use knowledge of the artistic elements and materials to develop a collage to reflect personal interest</p> <p>To be able to explain the effects of a variety of techniques and when it is suitable to use them</p> <p>To produce their work over a period of time, experimenting with fabric, materials and techniques to develop initial ideas and overall effects</p>

Sculpture

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To experiment with different malleable materials</p>	<p>To choose shapes to increase the strength of the structure</p> <p>To experiment with a variety of clay</p> <p>To plan a sculpture by sketching it and listing the resources needed</p> <p>To evaluate the finished product</p>	<p>To choose shapes to increase the strength of the structure</p> <p>To experiment with a variety of clay and modelling media</p> <p>To plan a sculpture by making a rough sketch</p> <p>To evaluate the finished product</p>	<p>To recognise and discuss visual elements in sculptures and artefacts</p> <p>To experiment with a variety of modelling media, clay, papier mache and modroc</p> <p>To plan, evaluate and modify work as it progresses</p> <p>To explore making joints and fastenings</p> <p>To investigate alternative solutions when solving design problems and justify explanations</p> <p>To recognise differences and similarities in 3d work from different times and cultures</p> <p>To explore casting techniques</p>	<p>To plan and develop observation work from drawings and make small models</p> <p>To be able to construct 3d forms, shapes and structures</p> <p>To be able to use an artistic vocabulary to describe processes and techniques E.g. mass, form, space, structure, scale, plan, proportion</p> <p>To be able to make connections with other artist's work</p> <p>To compare the ideas, methods and techniques used by other artists from other times and cultures</p>	<p>To collect visual information and develop it in to 3d work</p> <p>To model over an armature</p> <p>To explore plane and structural form</p> <p>To manipulate the bulk of a material</p> <p>To consider the relationship between structure and external form</p> <p>To be able to communicate ideas, feelings and meanings.</p> <p>To be able to review and modify work at different stages and to justify choices made</p> <p>To be able to use a developing artistic vocabulary to describe their own work and the work of others</p> <p>To compare the ideas, methods and approaches used in different styles and traditions</p>	<p>To be able to use a range of materials to construct, model, carve and cast</p> <p>To be able to plan, carry out and modify a piece of work</p> <p>To be able to solve technical problems as they arise</p> <p>To develop alternative ideas from primary and secondary source material</p> <p>To use sketchbooks for 3d work</p> <p>To be able to refine own work and select most appropriate ways of achieving the desired effect</p> <p>To be able to use and understand the basic tactile language of art</p> <p>To be able to explain the material and methods used by other artists and develop these ideas into their own work</p>

Printing and Pattern Making

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To make repeating patterns using everyday resources</p> <p>To describe the rule of their pattern</p> <p>To use transient art resources to create patterns</p> <p>To select IT resources to capture the pattern</p>	<p>To notice patterns in the environment, including arrays</p> <p>To begin to make patterns of regular design</p> <p>To select materials to print with</p> <p>To select colours and shapes to print with</p> <p>To review and evaluate own work</p>	<p>To continue to develop an awareness of pattern in the environment</p> <p>To develop and make patterns of regular and irregular designs</p> <p>To choose, select, adapt and discuss everyday materials to print with</p> <p>Select colours and shapes to print with</p> <p>To use and experiment with ICT to develop and select patterns</p> <p>To make successive prints in a straight line</p> <p>To describe the printing process using terms such as ordering, pattern, line, repeat, shape, symmetry, regular, irregular and texture</p> <p>To review, adapt and evaluate own work</p> <p>To discuss and examine functions of print-making in school and all around them e.g. Book covers, curtains, fabric etc.</p>	<p>To be able to demonstrate control when working with printing equipment</p> <p>To be able to plan, evaluate and modify print</p> <p>To develop technical skills such as placing and rolling</p> <p>To use IT to develop and explore design</p> <p>To use an appropriate vocabulary to describe the printing process</p> <p>To be able to evaluate work and suggest ways to develop and extend it</p> <p>To examine repeating prints and discuss the designs</p>	<p>To develop a design from observational work</p> <p>To be able to build on a developing knowledge of printing, it's processes and purposes.</p> <p>To be able to overlay prints using two colours</p> <p>To plan a print, becoming aware of scale and composition</p> <p>To use IT to explore alternative patterns and design</p> <p>To evaluate their own work and that of others</p> <p>To examine functional design</p> <p>To examine work of other artists and use their influence to inform their own designs</p>	<p>To develop a design from observational work</p> <p>To produce a paper pick up print based on own design</p> <p>To use ICT to explore alternative designs</p> <p>To use knowledge of colour mixing to inform choice of colour</p> <p>To be able to describe the printmaking process</p> <p>To use other artists, crafts people processes and techniques in their own work</p> <p>To examine how printing was used in the past and is used in other cultures</p>	<p>To select and develop a design from sketchbook to research</p> <p>To be able to describe the printing process in detail</p> <p>To use IT to experiment with symmetrical patterns in different ways e.g. mirror, rotational, tessellation etc</p> <p>To develop and print repeating patterns over a large area</p> <p>To be able to express opinions about techniques and printing processes</p> <p>To be able to compare processes used in different styles and traditions</p>