

## **Bowerham Primary and Nursery School Art Curriculum 2020**

At Bowerham we want an art, craft and design education which provides and inspires personal expression, cultural understanding, creative and practical responses, promotes imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds. A world class, art, craft and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Pupils should be able to think creatively and critically. They should investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future. This will enable pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional well-being of our society within both national and global contexts

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

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyze creative works using the language of art, craft and design

By the end of each key stage pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Matters:** the knowledge needed to develop increasing familiarity with different media, to develop skills and the learning essential to inform creative actions through the study of creative practitioners, other cultures and times

**Skills:** the improvement and progression in the execution and control of specific skills

**Processes:** the experience and understanding gained through teaching and active participation in specific creative processes, design, sequences of creative action and techniques.

### **SKETCHBOOK EXPECTATIONS**

<https://www.tts-group.co.uk/blog/2017/08/08/use-sketchbooks-gomersal-primary-school.html>

#### **EYFS**

#### **Key Stage 1**

Pupils should investigate explore and start to develop their understanding and control of simple techniques as they begin to look at and talk about the work of artists, craftspeople, architects, film makers and designers in local, as well as a variety of different national, cultural and industrial contexts.

Through a variety of creative, discursive and practical activities, pupils should be taught:

the knowledge, understanding and skills needed to engage with and participate in a process of self-expression and personal response

to develop a basic level of understanding and technical skill in the key processes of drawing and mark making, colour

mixing and painting, forming, assembling/constructing and modelling, printing and pattern making, cutting, tearing, sticking and collaging. **(NSEAD)**

Pupils should be taught:


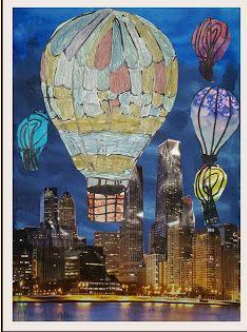
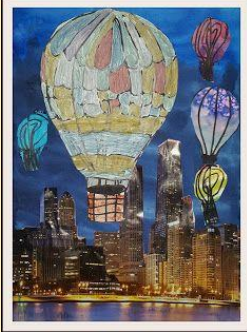


- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art, and design techniques in using colour, pattern, texture, line, shape, form and space
- about the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

Introduce and explore one or more selected key features of the work of a range of significant artists, craft makers, architects, filmmakers and designers, describing the differences and similarities between different practices and disciplines, and start to make links to pupils' own work

Look at pictures, films, clips, books, reproductions, websites and original work in museums and galleries to start to develop skills of reflection, consideration, identification, analysis, selection, comparison, speculation, imagination, questioning, interpretation, evaluation and inform their own creative decision making through reading, speaking and listening, pupils share their developing views and ideas, using this to inform their own creative actions.

<b>Key Stage 1 Vocabulary/ Resources</b>				
<b>Media</b>		<b>Tools</b>	<b>Application</b>	<b>Other Key Vocab</b>
Newclay	charcoal	brush	blending	shape
paper	pencils	fingers	strokes	tone
card	graphite sticks	hands	layers	pattern
materials	wax crayons	sticks	drip	sculpture
Plasticine	conté pencils/sticks	sponge	splash	three dimensional
Wood	pastels	rollers	draw	tactile
wire	coloured pencils	spatulas	weave	functional
plastics	ball point pens	House hold	build	decorative
leather	oil pastels	Cotton buds	stack	motif
wood	water soluble pastels	scissors	coil	scale
metal	felt pens	Natural	assemble/ make	quantity
Mod-roc	hard and soft rubber		model/ represent	size
Salt dough	watercolour tempera (block and ready-mix),		print	proportion
Plaster of Paris	additives such as salt, sawdust, sand		monoprint	observational
fabric	natural dye		rub	figurative
willow	PVA glue		impression	texture
	Water based paint		cut	experiential
			tear	form
			stick	space
			collage	
			resist	
			wash	
<a href="https://www.nsead.org/resources/curriculum/the-national-curriculum-in-england/glossary/">https://www.nsead.org/resources/curriculum/the-national-curriculum-in-england/glossary/</a>				

<b>Y1</b>	<b>Formal</b>	<b>Experiential</b>
<b>Outcomes</b>	<p>Each child should know:</p> <p>How to recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <p>The names of tools, techniques and formal elements</p>	<p>Each child should be given the opportunity to:</p> <p>Discover that art is subjective (we all have our own legitimate understanding)</p> <p>Begin to feel confident to express a preference in...</p> <p>Understand ideas can come through hands-on exploration</p> <p>Begin to build knowledge of what different materials and techniques can offer the creative individual</p> <p>Work at different scales, alone and in groups</p>
<b>Generating Ideas</b>	<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"> <li>•Describe what you can see.</li> <li>•Describe what you like? Why?</li> <li>•How does it make you feel?</li> </ul> <p>What would you like to ask the artist?</p>	

	Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.			
<b>Sketchbook</b>	Introduce "sketchbook" as being a place to record individual response to the world. Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting). Develop a "sketchbook habit". Begin to feel a sense of ownership about the sketchbook.			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>NC Link</b>	<b>Science- Animal Kingdom - Drawing</b> <b>History- Events beyond living memory that are significant nationally or globally- Fire of London- colour</b>	<b>History- Changes within living memory-</b> Transport: changes over time.	<b>DT- Birdhouses/ Materials</b>	
<b>Focus</b>	<b>Drawing</b>	<b>Colour</b>	<b>Collage</b> <b>Printmaking</b> <b>Craft</b>	
<b>Coverage</b>	<p>Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.          Start each session with a drawing warm up.  <a href="https://www.accessart.org.uk/warm-exercises/">https://www.accessart.org.uk/warm-exercises/</a>          Explore mark making to start to build mark-making vocabulary e.g. minibeast and leaf rubbing linked to habitats          Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.          Please see <a href="#">observational and experimental drawing</a>.          Use drawing techniques to draw mini beasts and pictures-</p> 	<p>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. <a href="#">exploring colour</a>          Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: e.g. <a href="#">mark making with acrylic paint</a> and <a href="#">painting a rainbow-forest</a>          Create water wash, bubble and picture for fire of London using tones and water colours.</p> 	<p>Explore Hot air balloon collage-</p>  <p>Children to create hot air balloon collages from pictures of Lancaster and painted hot air balloons.</p> <p>Link to Chaz Jacobs</p>  <p>Enjoy discovering the interplay between materials for example wax and watercolour see example: wax resist balloon/ leaf</p>	<p>Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with. For example <a href="#">making birds</a></p>  <p>Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do. <a href="#">modroc plasterboard</a> or <a href="#">making modroc sculpture</a></p>



Recap on drawing techniques- children could draw houses for Class art scape.



Apply this to hot air balloons drawings.

Explore simple printmaking.

For example using plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking

Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative.

Use rollers or the backs of spoon to create pressure to make a print.

Explore pattern, line, shape and texture.

Take rubbings of trees and impressions of leaves around school.



Use print materials to print a fantasy vehicle.



Create a plasticine bird.


PI

Christmas Makes  
Children create silhouette Christmas cards with washed backdrop and chosen black Christmas silhouette.  
[Chalk and glue drawing](#)

Mother's Day  
Create Mother's Day card- weaving card with various material

Father's Day Balloon with picture of child in- The Sky's The Limit



					
<b>Can I Skills</b>	<p>Can I try to draw what I see by looking carefully?</p> <p>Can I make marks, signs and symbols on a variety of types of paper with the media offered?</p> <p>Can I explore tone using different grades of pencil, pastel and chalk? Can I work spontaneously and expressively using marks, lines and curves? Can I press down at different strengths?</p>	<p>Can I select and use different brushes to explore different marks? Can I investigate mark-making using different brushes for particular effects? Can I investigate and experiment with colour to show the effect I want? Can I apply paint to make a background?</p>	<p>Can I select with thought, different materials from the teachers resources, considering content, shape, surface and texture?</p> <p>Can I select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product?</p>	<p>Can I explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads?</p> <p>Can I apply ink to a shape or surface to experiment with printing They can use hands, feet, shapes, objects and found materials?</p> <p>Can I Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block.</p> <p>Can I take rubbings from texture to understand and inform my own texture prints?</p>	<p>Can I handle and manipulate rigid and malleable materials such as plasticine/ card and found objects to represent something familiar?</p> <p>Can I feel, recognise and control surface experimenting with basic tools on rigid / pliable materials? Can I experiment with using 2D shapes to make a 3D model?</p>
<b>Key Assesme</b>	<p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> <li>• Tell me about what you are making</li> <li>• What might you do next?</li> <li>• Tell me about what you have made</li> </ul> <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>				






<b>Y2</b>	<b>Formal</b>	<b>Experiential</b>
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<b>Outcomes</b>	<p>Each child should:</p> <ul style="list-style-type: none"> <li>• Know how to Recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>• Know the names of tools, techniques and formal elements</li> <li>• Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes</li> </ul> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p>		<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Begin to feel confident to express a preference in....</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Begin to build knowledge of what different materials and techniques can offer the creative individual</li> </ul> <p>Work at different scales, alone and in groups</p>			
	<p><b>Generating Ideas</b></p> <p>By Looking &amp; Talking Through Making</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 screen, 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>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul> <p>Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</p>					
<b>Sketch book</b>	<p>Develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Sketchbooks to be used to show process- generation of design, make, evaluation. Also to be used for imagination at other times.</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>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>NC Link</b>	<b>Gun Powder Plot</b>	<b>South Africa</b>	<b>Lovely Lancaster</b>	<b>Dinosaur Hunters</b>	<b>Survival</b>	<b>Humphry Carpenter</b>
<b>Focus</b>	<b>Drawing</b>	<b>Colour</b>	<b>Collage</b>	<b>Digital Media</b>	<b>Printmaking</b>	
<b>Coverage</b>	<p>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. <a href="#">Guide to drawing materials</a></p> <p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary &amp; secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape <a href="#">subject matter for drawings</a>.</p> <p>Plants drawings with range of medias.</p> <p>Autumnal still lifes.</p>	<p>Investigate <a href="#">12 famous flower paintings</a>- what do the children notice about the styles.</p> <p>Continue to mix colours experientially (i.e. encourage pupils to "try and see")</p> <p>Revisit <a href="#">colour mixing</a> and understand <a href="#">relationships of primary and secondary colours</a> and apply colour mixing skills to a project e.g <a href="#">Inspired!</a> and <a href="#">exploring colour and paint!</a></p> <p>Link to Flowers.</p> <p>Explore painting on different <a href="#">surfaces</a>, such as <a href="#">fabric</a> and <a href="#">different scales</a></p>	<p>Create a landmark of Lancaster using fabric collage techniques and sewing detail.</p>	<p><b>Digital Media (Sculpture):</b></p> <p>Explore how 2D can become 3D through design through making. Look at ice sculpture artists.</p> <p>Half Term Home Project: Cut simple shapes from card and use to construct dinosaur and turn into a 3D scene. Use drawn, collaged and printed elements as surface decoration. Use digital media to create records of models of the scene on return to school.</p>	<p>Explore simple mono-printing techniques and use drawing and printing to create an image of The Titanic, adding colour with oil pastels.</p>	



Use new colour mixing knowledge and transfer it to other media, e.g. **soft pastel** colour mixing in drawing project or **plasticine** painting with plasticine



<p><b>PI</b></p>		<p>Painting with Icing and Egg tempura to create <a href="#">Christmas snowflakes and cookies</a>.          Could do Wax resist Christmas Card  <a href="#">Christmas tree Clay pinch pot</a>-          Link to 3D</p>   <p>Christmas tree stitching.</p>  <p>Winter scene mosaic</p>	<p>Art project- Children create feathers and take picture-          Mother's Day- You Give Me Wings picture card.</p> 	 <p>Digital picture of dinosaur and add on card.</p>	
	<p>Can I draw carefully in line from observation, recording shapes and positioning marks/features with some care?          Can I make quick line and shape drawings from observation adding light/dark/tones, colour and features?          Can I use line to represent objects seen, remembered or imagined working spontaneously and expressively?</p>	<p>Can I mix and apply colour for purposes to represent real life, ideas and convey mood          Can I use tone to represent things I see?          Can I layer paint to show different services?          Can I cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons?</p>	<p>Can I Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block,          Can I control the pressure to improve the quality of the image?          Can I control placement of the image to give a clear print?          Can I sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist?</p>	<p>Can I select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea?          Can I select with thought, different materials from the teachers resources, considering content, shape, surface and texture?          Can I sort and use according to specific</p>	<p>Can I model with materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features?          Can I handle and manipulate rigid and malleable materials such as clay?          Can I feel, recognise and control surface experimenting with basic tools on rigid / pliable materials?</p>



				qualities, e.g. warm, cold, shiny, smooth Can I engage in more complex activities, e.g. control surface decoration of materials with clear intentions? Can I collect, deconstruct, discuss and use fabrics and cloth to reassemble new work?	
<b>Key Assessment</b>	Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: <ul style="list-style-type: none"> <li>• Tell me about that you are making</li> <li>• What might you do next?</li> <li>• Which materials might you use?</li> <li>• What have you discovered?</li> <li>• Tell me about what you have made</li> <li>• What would you like to explore more of?</li> </ul> Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"				

### Key Stage 2

DfE Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, 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 great artists, architects and designers in history.

### Key Stage 2 Vocabulary / Resources

media		tools	application	other key vocab
newclay	charcoal	brush	blending	shape
paper	pencils	fingers	strokes	tone
card	graphite sticks	hands	layers	pattern
materials	pastels	rollers	sketch	movement
plasticine	chalk	easiprint	stencil	fluent
wood	wax crayons	lino cutters	collage	space
wire	conté pencils/sticks	sticks	paint	line
plastics	pastels	sponge	draw	colour
leather	coloured pencils	rollers	reconstruct	technique
wood	ball point pens	spatulas	dissect	craft
metal	oil pastels	house hold	drip	sculpture
mod-roc	water soluble pastels	cotton buds	splash	three dimensional
salt dough	felt pens	scissors	draw	tactile

plaster of paris	hard and soft rubber	natural	weave	functional
fabric	watercolour tempera (block and ready-mix),	man-made	build	decorative
willow	additives such as salt, sawdust, sand	clay tools	stack	motif
tempura	natural dye	viewfinders	coil	scale
foamboard	pva glue		assemble/ make	quantity
foamboard	water based paint		model/ represent	size
felt	hessian		print	proportion
cotton	ink		monoprint	observational
embellishing materials	foil		rub	figurative
threads	various paper and card		impression	texture
sculpey clay			cut	experiential
			tear	form
			stick	space
<a href="https://www.nsead.org/resources/curriculum/the-national-curriculum-in-england/glossary/">https://www.nsead.org/resources/curriculum/the-national-curriculum-in-england/glossary/</a>			collage	digital
			resist	visual
			wash	still life
			embellish	pace
			relief	exploration
			collograph	artforms
			motif	emotion
			positive	imagination
			negative	
			collect	
			write	

Y 3	Formal	Experiential
<b>Outcomes</b>	<p>Each child should:</p> <ul style="list-style-type: none"> <li>Know the names of tools, techniques and formal elements (in pink above and below)</li> <li>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> <li>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> </ul> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p>	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>Discover that art is subjective (we all have our own legitimate understanding)</li> <li>Experience the connection between brain, hand and eye</li> <li>Understand ideas can come through hands-on exploration</li> <li>Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>Work at different scales, alone and in groups</li> <li>Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> </ul> <p>Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</p>

Generating Ideas	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.          Discuss artist's intention and reflect upon your response.          Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.          Look at a variety of types of source material and understand the differences.          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.          Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you see</li> <li>• What do you like/dislike? Why</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How does it make you feel?</li> </ul> <p>How might it inspire you in making your own art? Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.          Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). Use digital media to identify and research artists, craftspeople, architects and designers.</p>				
Sketch book	<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.          Begin to feel a <b>sense of ownership</b> about the sketchbook, which means allowing every child to work at <b>own pace, following own exploration</b>  <b>Practice and develop</b> sketchbook use, incorporating the following activities: <b>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...</b></p>				
NC Link	<p><b>Autumn</b>  <b>History- The Victorians</b>  <b>Work, leisure and charity</b></p>	<p><b>Geography- Rivers</b></p>	<p><b>Spring</b>  <b>History- Changes in Britain from the Stone Age to the Iron Age</b></p>		<p><b>Summer</b>  <b>History- A study of the achievements of the earliest civilisations – an overview</b></p>
Focus	<p><b>Drawing</b></p>	<p><b>Colour</b></p>	<p>Printing</p>	<p><b>Collage/ Craft</b></p>	<p><b>3D Digital &amp; Animation</b></p>
Coverage	<p>Roald Dahl Day- <b>Quentin Blake</b>          Practice <b>observational drawing</b> from the <b>figure</b>, exploring <b>careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching</b>, e.g. <u>Using gesture in drawing</u>   <u><a href="#">Thoughtful Mark Making</a></u>          Using <b>observational drawing</b> as a <b>starting point</b>, fed by <b>imagination, design typography</b>, e.g. <u>Typography for children, recreate some Victorian style Typography</u></p>	<p>Apply and build upon <b>colour mixing and mark-making</b> skills previously learnt, thinking about how certain <b>colour ranges/combinations</b> affect the <b>outcome</b>. <b>To create a piece of abstract artwork to express feelings- Expressionism</b> e.g. <u>Stencils composition and mark making</u>  <u>Children create class river</u></p> <p>Children to create a piece of art through weaving and fabric to represent the colours of rivers- calendar home or decoration.</p>	<p>Use rollers and printing techniques to create Celtic patterns- Celtic flag.          Explore etching and engraving and roller techniques using <u>aluminium foil technique</u> and <u>block printing technique</u> with rubbers.</p> 	<p>Explore the combination of different materials through applying to pictures and tiles to add effect.          Use decorative materials to add interest focusing on pattern, texture and shape.          Children create an embellished collage of their mother and a collaged decorative tile, e.g. <u>All that Glitters</u></p>	<p>Explore a <b>simple clay technique</b> such as making <b>slab</b> pieces, and <b>decorate</b> them <b>relief patterns</b> based upon <b>aztec patterns</b> skills, see e.g. <u>Clay fruit tiles for skills</u>           Building on <b>mark-making</b> and <b>observational skills</b>, make drawings of <b>animals, people and vehicles/ implements from ancient civilisations</b>. Use <b>scissors</b> to <b>dissect</b> the and <b>reconstruct</b> them into <b>drawings that move</b>, e.g. <u>Making moving drawings</u>           Use <b>digital media</b> to make <b>animations</b> from the drawings that move See- <u>Animating articulated beasts</u></p>



Continue to familiarize with **sketchbook / drawing exercises**. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. Drawing exercises Make **larger scale drawing** from **observation** and **imagination**. Children to draw from observation of Morris print and then create own. Use of previous colour learning to enhance.



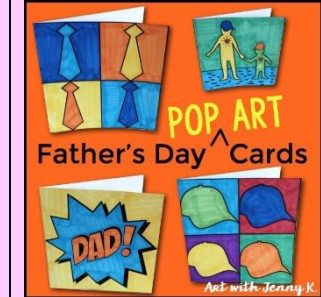
Jackson Pollock Christmas tree ornaments  
[CD weaving project](#). Children to weave choosing colours and fabrics that remind them rivers for calendar home.

Mothers Day Collage card



Mothers Day focus using- **Andrew Logan** as Prompt.

[Pop Art- Father's Day card](#)



Can I understand how artists use warm and cool colour using this when mixing paint to express a mood?  
Can create a painting from designs and research to communicate an idea or emotion

Can I explore lines, marks and tones through monoprinting on a variety of papers to create an image?  
Can I understand what a negative and positive print are?

Can I improve skills of overlapping and overlaying to place objects in front and behind?  
Can I experiment with creating mood, feeling, movement and areas of interest using different media?

Can I create textured surfaces using rigid and plastic materials and a variety of tools?  
Can I design a complex pattern made up from two or more motifs and print a tiled version?  
Can I sue materials and tools to good effect for connecting 2D forms?  
Can I use a short blast digital camera top create movement?

PI

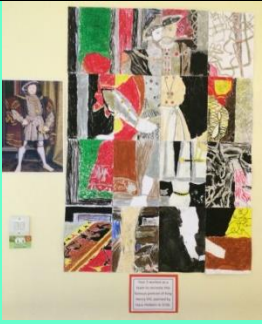



Can I Skills

		<p>Can mix and use primary and secondary colours with the addition of black and white and other hues?</p> <p>Can I use different types of brushes for specific purposes?</p> <p>Can I explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting?</p> <p>Can I weave paper and found materials to represent an image e.g landscape, pattern or texture?</p>	<p>Can compare own design and pattern making with that of well-known designers or familiar patterns?</p> <p>Can I print on fabric using a monoprint block or tile, or as part of a group using a simple stencil?</p>		
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<b>Key Assessment</b>	<p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> <li>• Tell me about that you are making and what inspired you</li> <li>• What might you do next?</li> <li>• Tell me about the materials and techniques you are using</li> <li>• What have you discovered?</li> <li>• How do you feel about the end result?</li> <li>• What kinds of problems did you encounter and how did you get round them?</li> <li>• Tell me about things you really liked or enjoyed</li> <li>• What would you like to explore more of?</li> </ul> <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>
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	<b>Formal</b>	<b>Experiential</b>
<b>Outcomes</b>	<p>Each child should:</p> <ul style="list-style-type: none"> <li>• Know the names of tools, techniques and formal elements (in pink above and below)</li> <li>• Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> </ul> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p>	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> <li>• Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> </ul> <p>Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</p>
<b>Generating Ideas</b>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.            Discuss artist's intention and reflect upon your response.            Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.            Look at a variety of types of source material and understand the differences.</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>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses can you bring to this artwork?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• If you could take this art work home, where would you put it and why?</li> </ul> <p>Take part in small scale crits throughout so that brainstorming becomes part of the creative process. Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.</p> <p>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). Use digital media to identify and research artists, craftspeople, architects and designers.</p>			
<b>Sketch Book</b>	<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a <b>sense of ownership</b> about the sketchbook, which means allowing every child to work at <b>own pace, following own exploration</b></p> <p><b>Practice and develop</b> sketchbook use, incorporating the following activities: <b>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...</b></p>			
<b>NC Link</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
	<b>History- Tudors and Stuarts Rebellion and Revolution</b>	<b>Lancashire Witches – Trials of 1612</b>	<b>Hist/ Geog- Italy The Roman Empire and its impact on Britain</b>	
<b>Focus</b>	<b>Drawing</b>	<b>Colour</b>	<b>Printmaking</b>	<b>Collage/ Craft</b>
				<b>3D/ Sculpture</b>
<b>Coverage</b>	<p>Continue to familiarize with <b>sketchbook / drawing exercises</b>. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. <b>Start here drawing</b></p> <p>Use growing <b>technical skill</b> and <b>knowledge of different drawing materials</b>, combined with increasing <b>confidence</b> in making a <b>creative response</b> to a wide range of <b>stimuli</b>, to explore more <b>experimental drawing</b>, following child's own <b>interests/affinities</b>. Please see <b>Teaching for the journey</b></p> <p><b>Study the work of Holbein and Henry 8<sup>th</sup> Court</b></p> <p>Size- Children to draw and create a Tudor art collage of prominent Tudor figure of their own interest with mixed drawing medias.</p>	<p>Create a one-off <b>project Christmas</b> consolidating old skills and introducing new skills (including: <b>creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point of</b></p>	<p>Combine <b>artforms</b> such as <b>collage, painting and printmaking in mixed media projects</b> to recreate an <b>Italian painting in the style of Henri Matisse</b></p>	<p>Make a figure from <b>paper and tape</b> and use as the basis to explore <b>modelling</b> with <b>Modroc</b> to make <b>mummies</b>. Paint final piece. Children make coil pots- an Egyptian skill.</p>

					
<b>PI</b>		<p><b>Christmas</b>  Add Christmas Artwork piece onto Christmas card to send home.  Self Portraits in style of Holbein for calendar</p>   <p>Use foam board and map of their home location to create a Christmas decoration.</p>	<p><b>Matisse Mothers Day card- Children collage and print images that remind them of their mother.</b></p>	<p>Look at the Linocuts of <b>Anne Lewis</b> as examples.  Use roller and lino print to <u>create picture print for card.</u></p> <p>Apply to father's day card.</p> 	
<b>Can I skills</b>	<p>Can I use line, tone, shape and mark with care to represent things seen, imagined or remembered?  Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective?  CanI make quick studies from observation to record action or movement with some fluency?  Can draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency?</p>	<p>Can I represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes?  Can I attach different elements using stitching, using straight stitch, running or cross-stitch (craft obj)?</p>	<p>Can I cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose?  Can I represent a textured image from found textures that have been selected?</p>	<p>Can I explore colour mixing, printing, using two coloured inks a roller and stencil or pressprint.</p>	<p>Can I identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché?  Can I construct a structure in linear or soft media before then covering the surface to make a form?  Can build in clay a functional form using two/three building techniques and some surface decoration?</p>

<b>Key Assessment</b>	<p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> <li>• Tell me about that you are making and what inspired you</li> <li>• What might you do next?</li> <li>• Tell me about the materials and techniques you are using</li> <li>• What have you discovered?</li> <li>• How do you feel about the end result?</li> <li>• What kinds of problems did you encounter and how did you get round them?</li> <li>• Tell me about things you really liked or enjoyed</li> <li>• What would you like to explore more of?</li> </ul> <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>
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<b>Y5</b>	<b>Formal</b>	<b>Experiential</b>
<b>Outcomes</b>	<p>Each child should:</p> <ul style="list-style-type: none"> <li>• Know the names of tools, techniques and formal elements (in pink above and below)</li> <li>• Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes</li> </ul> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p>	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> <li>• Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey</li> </ul> <p>Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others.</p>



<b>Generating Ideas</b>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.          Discuss artist's intention and reflect upon your response.          Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.          Look at a variety of types of source material and understand the differences.          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.          Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork? How does it make you feel?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• Who or what else might you look at to help feed your creativity?</li> </ul> <p>Take part in small scale crits throughout so that brainstorming becomes part of the creative process. Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.          Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). Use digital media to identify and research artists, craftspeople, architects and designers.          Use camera phones (still and video) to help "see" and "collect" (digital sketchbook).</p>				
	<p>Continue to 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, which means allowing every child to work at own pace, following own exploration.</p> <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>				
<b>NC Link</b>	<b>World War I (overview of causes and key events)</b>	<b>Lancaster's role during the Great War, and the impact of it on the city</b>	<b>Geog- Link to The Coast</b>		<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b>
			Viking		
<b>Focus</b>	<b>Drawing</b>	<b>Colour</b>	<b>Printmaking</b>	<b>Collage/ Craft</b>	<b>3D- Sculpture</b>
	<p>Continue with the <b>key drawing exercises</b> <a href="#">Drawing exercises</a>          Explore the <b>relationship</b> of <b>line, form and colour</b>.          Study of Cubism Art- look at the change to art as WW1 approached.          Study the works of Picasso. Picasso hid in France during WW1.          Children to experiment with <a href="#">drawing on carbon paper</a> in different positions to create a Picasso style drawing and then to paint in acrylic and marker the edges</p>		<p>Polystyrene tile Block Printing.          Children to create two motif prints of things that represent the coast.          Create class print work.</p>	<p>Day card- Home is Where Mum Is- inspired by Frida Cahlo</p>	<p>Based on <a href="#">Greek sculpture of gods and goddesses</a>:</p> <p>Work with a <b>modelling material (clay or plasticine)</b> to create quick <b>3d figurative sketches</b> from <b>life</b> or <b>imagination</b>. Combine with developing <b>visual literacy skills</b> so that the 3d sketches explore how we <b>read</b> and <b>communicate emotion and idea</b>, e.g. <a href="#">Quick clay figurative sketches</a></p>
<b>Coverage</b>					



Develop **visual literacy skills** and discover how **context** and **intention** can change the **meaning of objects**, e.g. Making a pocket-gallery



PI



Cubism Christmas Card

<http://elementary-art-rocks.blogspot.com/2014/01/grade-4-radial-designs.html>

Aztec Art Radial designs- Calendar.


Look at works of [Carolyn Saxby](#)  
Combine elements to create [Textile collage with texture](#)- Coast


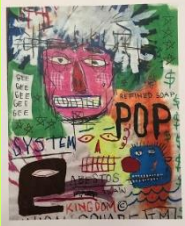

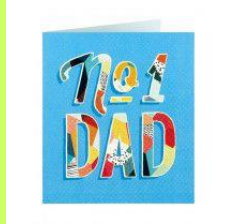


Fathers Day card-  
Children to recreate different 'dad' still life poses and add to card.  
Or add picture of dad to card with reduced image of themselves with- I look up to You, slogan.  
Could create pop out on page.

<b>Can I skills</b>	<p>Can I select ,use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation</p> <p>Can I and compile and develop several studies as visual evidence for a purpose?</p> <p>Can I develop quick studies from observation recording action and movement with fluency?</p>	<p>Can I create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers?</p> <p>Can convey tonal qualities well, showing good understanding of light and dark on form?</p> <p>Can I plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting?</p>	<p>Can I explore colour mixing through printing, using two coloured inks a roller and stencil Easiprint poly-blocks</p> <p>Can I design a complex pattern made up of two motifs and print a tiled version?</p>	<p>Can I make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)?</p> <p>Can select and use cutting tools and adhesives with care to achieve a specific outcome?</p> <p>Can select and use found materials with art media and adhesives to assemble and represent a surface or thing</p> <p>Can I select and use contrasting colours and textures in stitching and weaving?</p>	<p>CanI explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour?</p> <p>Can I recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface?</p>
<b>Key Questions</b>	<p><b>Assessment Questions</b></p> <p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> <li>• Tell me about that you are making and what inspired you</li> <li>• What might you do next?</li> <li>• Tell me about the materials and techniques you are using</li> <li>• What have you discovered?</li> <li>• How do you feel about the end result?</li> <li>• What kinds of problems did you encounter and how did you get round them?</li> <li>• Tell me about things you really liked or enjoyed</li> <li>• What would you like to explore more of?</li> <li>• What is the potential of what you have done? What could you do next?</li> </ul> <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>				

<b>Y6</b>	<b>Formal</b>	<b>Experiential</b>
<b>Outcomes</b>	<p>Each child should:</p> <ul style="list-style-type: none"> <li>• Know the names of tools, techniques and formal elements (in pink above and below)</li> <li>• Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including</li> </ul>	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> <li>• Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey</li> </ul>

	<p>artists who are contemporary, female, and from various ethnicities</p> <ul style="list-style-type: none"> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes</li> </ul> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p>	Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others			
<b>Generating Ideas</b>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences. 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. Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork? How does it make you feel?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• Who or what else might you look at to help feed your creativity?</li> </ul> <p>Take part in small scale crits throughout so that brainstorming becomes part of the creative process. Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). Use digital media to identify and research artists, craftspeople, architects and designers. Use camera phones (still and video) to help "see" and "collect" (digital sketchbook).</p>				
<b>Sketchbook Focus</b>	<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. Begin to feel a <b>sense of ownership</b> about the sketchbook, which means allowing every child to work at <b>own pace, following own exploration</b>. Increasingly see the sketchbook as a <b>place which raises questions which can be explored/answered outside the sketchbook</b>, so that the <b>link between sketchbook and journey and outcome becomes understood</b>. Practice and develop sketchbook use, incorporating the following activities: <b>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...</b></p>				
<b>NC Link</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>
	<b>History- World War Two</b>		<b>History- Early Britain Recap Science- Electricity</b>		<b>PSHE- Transition</b>
<b>Focus</b>	<b>Drawing</b>	Colour	Printing	Collage/ Craft	<b>3D Design &amp; Making</b>
<b>Coverage</b>	<p>Continue with the <b>key drawing exercises</b> Drawing exercises- observational drawings of WW2 artefacts</p> <p>Revisit <b>still life</b>. Develop drawing skills using <b>observational drawing</b> e.g. <u>Graphic inky still life</u> Link to from WW2 products on sale.</p>	<p>Children to study the art of Jean-Michel Basquiat as an African American (link to slavery) <a href="https://www.youtube.com/watch?v=uCW5gj1eFHI">https://www.youtube.com/watch?v=uCW5gj1eFHI</a> <a href="https://www.youtube.com/watch?v=JX02QQXfb_o">https://www.youtube.com/watch?v=JX02QQXfb_o</a></p> <p>Children to recreate a Basquiat self-portrait with visual elements and apply a range of paint</p>	<p>Children use printing and Collage techniques to create <a href="#">propaganda posters inspired by Shepard Fairey</a>.</p> 		<p>Children create a treasure box to take home that has their favourite memories of school. <a href="https://www.accessart.org.uk/treasure-box-by-kelly-richards/">https://www.accessart.org.uk/treasure-box-by-kelly-richards/</a></p> <p>Children to create and make some props using 3D skills.</p>

	<p>Explore <b>drawing and mark making</b> on new surfaces, e.g. <b>clay</b>, linking to <b>genres</b> such as <b>portraiture</b> or <b>landscape</b>, e.g. <u>Exploring portraits link to portraits of WW2 soldiers</u></p> 	<p>techniques and individual thumbnails- (calendar)</p> 	<p>Printing- <u>Tie Dye</u>- children to experiment with tie dying cotton and then to tie dye cotton square- could sew together for class montage/ quilt.</p>			
PI		<p>Marbling Tree Ornaments- <a href="https://sisoo.com/2015/12/10/how-to-marble-christmas-tree-ornaments/">https://sisoo.com/2015/12/10/how-to-marble-christmas-tree-ornaments/</a></p> 	<p>Mothers Day Sewing Circuits <u>Sewing circuits</u> using to create a light up picture for mothers-day.</p>	<p>Father's Day Card- Revise previous skills. Children to create splash art/ apply various colours to paper. Create card and draw lettering. Using paper craft knives to cut lettering and add to card.</p> 		
Can I skills	<p>Can I accurately select appropriate media and techniques to achieve a specific outcome?</p> <p>Can I select a view and use a viewfinder to record what is in the frame?</p> <p>Can I develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail?</p> <p>Can I confidently use charcoal/pastels in response</p>	<p>Can I select from different methods to apply colour using a variety of tools and techniques to express mood or emotion?</p> <p>Can use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction?</p> <p>Can I show the effect of light and colour, texture and tone on natural and man-made objects? (Spring 1)</p>	<p>Can I embellish a surface using a variety of techniques, including drawing, painting and printing?</p> <p>Can I embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing?</p> <p>Can I build up drawings and images of whole or parts of items using various techniques, e.g.</p>	<p>Can I recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone</p> <p>Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper</p> <p>Can recreate a scene and detail remembered, observed or imagined, through</p>	<p>Can I use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages?</p> <p>Can I make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings?</p> <p>Can apply knowledge of different techniques to expressive scale, weight or a concept?</p> <p>Can I use plaiting, pinning, stapling, stitching and sewing techniques with</p>	

	to light and dark, shadows and well lit areas?		card, relief, found materials, torn and cut materials?	collage relief 'collagraph' printing Can dye fabrics and use tie-dye techniques to control and create a fabric image  Can I control stitching - using various needles to produce more complex patterns with care and some accuracy?	care to decorate and make an image or artefact? (craft skill)
<b>Key Questions</b>	<p><b>Assessment Questions</b></p> <p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> <li>• Tell me about that you are making and what inspired you</li> <li>• What might you do next?</li> <li>• Tell me about the materials and techniques you are using</li> <li>• What have you discovered?</li> <li>• How do you feel about the end result?</li> <li>• What kinds of problems did you encounter and how did you get round them?</li> <li>• Tell me about things you really liked or enjoyed</li> <li>• What would you like to explore more of?</li> <li>• What is the potential of what you have done? What could you do next?</li> </ul> <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>				