


 <p>Making Skills (Procedural) Become proficient in Skills & Techniques. Apply the formal elements to own work</p>	Drawing	Skill & Control	Greater skill & control is evident when drawing using simple geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces and gaps. To identify and draw detail, texture, pattern.
		Techniques	Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.
		Purpose	Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.
	Painting	Skill & Control	Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.
		Techniques	Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.
		Colour	Develop colour mixing to make finer variations in secondary colours.
		Form	Pupils learn why light colours look closer to us and dark objects look further away, then explore this in their art.
	Design	Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.	
	Craft	Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.	
	3d Sculpture, Printmaking, Computers, Clay etc	<p>Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>3D sculpture Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p> <p>Computers Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images</p>	
Develop & Share Ideas	Work should be continued over longer periods of time. Pupils should have opportunities to express their ideas & thoughts about the type of art they want to make.		

 <p>Generating Ideas (Conceptual) Explore Ideas Record Feelings & Experiences</p>	<p>Experiences, Imagination</p>	<p>Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating fictitious things and places.</p>
 <p>Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements</p>	<p>Artist, Craftspeople, Designers</p>	<p>Study famous works of a c & d, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p>
	<p>Formal Elements</p>	<p>Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.</p>
 <p>Evaluation (Metacognition) Evaluate and Analyse own & others work</p>	<p>Identify similarities and differences to others' work</p>	<p>: Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions</p>
	<p>Make choices & decisions</p>	<p>Pupils Develop skills in orally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others</p>