

 <p>Making Skills (Procedural) Develop skills & techniques. Experiment with materials. Make art for purposes. Use sketchbooks to record ideas, feelings and observations.</p>	Drawing	Skill & Control	Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw and shade basic 2D and 3D shapes and forms neatly and evenly, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.
		Techniques	Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control; such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.
		Purpose	Draw for a range of purposes; thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.
	Painting	Skill & Control	Pupil's know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve under-drawings or finer details
		Techniques	They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.
		Colour	Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.
		Form	Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.
	Design	Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design.	
	Craft	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
	3d Sculpture, Printmaking, Computers, Clay etc	<p>Printing Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision.</p> <p>3D Sculpture: Design and make more complex forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard. Computers: Produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.</p>	
 <p>Generating Ideas</p>	Sketchbooks	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes.	

<p>(Conceptual) Generate and review ideas. Produce creative work.</p>		Use a sketchbook for pleasure, recording, ideas & expression.
	Experiences, Imagination	Take risks when trying out materials, investigate and explore the properties of materials.
	Develop Ideas	produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.
 <p>Knowledge (Factual) Learn great artists, craftspeople, architects & designers</p>	Learn great artists, craftspeople, architects & designers	<p>Study famous works of art using the following method:</p> <ul style="list-style-type: none"> • <i>Content</i> – Describe the art. Social, historical factors affect the work. • <i>Process</i> – When & how made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, comp, pattern, texture. • <i>Mood</i> – what emotions does the work convey? <p>Applying: Make studies of artist’s work to learn the techniques & processes used. Use some of what they have learned from artist’s studies to produce original work.</p>
 <p>Evaluation (Metacognition) Evaluate and Analyse own & others work</p>	Increasing understanding of purpose & intention for art	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.
	Awareness of choices & decisions	Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.