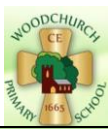


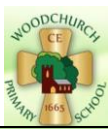
Art and Design End Points						
	Drawing Knowledge	Drawing Skills	Painting Knowledge	Painting Skills	Sculpture/textiles Knowledge	Sculpture/textiles skills
F2	<p>Know that an observational drawing is drawing something that you can see.</p> <p>Know that different types of utensils can make different marks on a range surfaces.</p> <p>Know that you hold tools in different ways to help vary the pressure applied. Know that a 3 fingered grip is the most common type of hold.</p> <p>Know that different emotions can be conveyed through the use of colour and shape, such as cold colours for sad, angular lines and shapes suggest anger.</p>	<p>To be able to look at an object to produce an observational drawing.</p> <p>To experiment with different drawing medium (pencil, pen, chalk etc) and focus on the marks produced.</p> <p>To press gently and with more force when using coloured pencils and tools.</p> <p>To communicate something about myself in my drawing.</p>	<p>Know that brush strokes create a mark made by a paintbrush.</p> <p>Know that by using a consistent full grip or three -fingered grip you can have more control of a paintbrush.</p> <p>Know how colours can mix to create new colours.</p> <p>Know that by adding white a colour can be made lighter- (tint) and black to make a colour darker (shade).</p> <p>Know how adding materials to paint such as flour, rice adds texture.</p> <p>Know how the paint brush can be used in different ways to show texture, such as altering the pressure, scrunching the brush etc</p> <p>Know different ways of holding objects and experimenting with overlapping colour, thickness of paint etc.</p> <p>Know that different marks might look different on materials of different textures and exploring line and shape</p> <p>Know the difference between an irregular and repeating pattern.</p>	<p>To paint a picture of something I can see.</p> <p>To make colours lighter and darker and create moods in my paintings.</p> <p>To explore texture using paint.</p> <p>To print with different apparatus including sponges, vegetables and fruit</p> <p>To print and paint onto paper, different surfaces and textile.</p> <p>To create a repeating pattern.</p>	<p>Know that an adhesive is a substance used for sticking objects or materials together, eg.PVA glue, glue sticks, tape.</p> <p>Know how to join/layer/overlap materials.</p> <p>Know the term collage.</p> <p>Know names of different textures and how to use them to create a desired effect.</p> <p>Know that a weave is a way of joining fabrics/ objects together without needing adhesive.</p> <p>Know that objects can be combined to make a 3D sculpture.</p> <p>Know that different tools can be used to make marks in an object, such as poking, patting foam or clay.</p> <p>Know that malleable materials can be manipulated to create different effects, e.g. smooth, bumpy</p> <p>Know that different techniques can change how an object feels through using tools, such as cutting, scrunching.</p>	<p>To experiment with joining different materials and overlapping them.</p> <p>To be able to weave different fabrics and objects,</p> <p>To make different kinds of 3D sculpture.</p> <p>To add texture by using tools.</p> <p>To cut, roll and coil materials such as clay, dough or plasticine.</p> <p>To use different tools and techniques to alter a material to make a certain texture.</p>
F2	Disciplinary Knowledge	<ul style="list-style-type: none"> • Talk about their likes and dislikes of an artists' work and their own, using knowledge of line, shape, colour and pattern. • Use vocabulary 'like and dislike' when discussing art work. • Return to and build on their previous learning, refining ideas and developing their ability to represent themselves as an artist. 				



Art and Design End Points						
	Drawing Knowledge	Drawing Skills	Painting Knowledge	Painting Skills	Sculpture/textiles Knowledge	Sculpture/textiles skills
Y1	<p>Know that 'B' pencils stand for soft and 'H' pencils stand for hard.</p> <p>Know that sketching involves holding the pencil further up in a loose hold and moving the pencil back and forth using contour lines 'tickle the page'</p> <p>Know that you can vary the amount of pressure applied to create tone-different angled a pencil hold. Pressing harder creates a darker tone.</p> <p>Know that line, shape and colour can be used to create different patterns. Know that hatching is parallel lines and can be used as a pattern.</p>	<p>To draw expressive lines of different contour shapes and thickness, experimenting with 2 different grades of pencil 'HB' and '8B'.</p> <p>To use sketching to help refine lines and make them more accurate.</p> <p>To create different tones using light and dark. To create moods in my drawings.</p> <p>To show patterns in my drawings.</p>	<p>Know where the primary colours are on a colour wheel.</p> <p>Know the difference between warm and cold colours.</p> <p>Know how two primary colours combine to make a secondary colour.</p> <p>Know that textures can be made when a brush is dry to stipple and wet for blending.</p>	<p>To name the primary colours.</p> <p>To mix and match colours and predict outcomes.</p> <p>To use different textures in paint.</p>	<p>Know that threads and fabrics can be sorted by colour, thickness and texture.</p> <p>Know that weaving, glue and a basic over stitch are substances or techniques used to join materials together.</p> <p>Know that weaving involves an over, under method and is a way of naturally joining materials.</p> <p>Know that a needle and thread is needed to create a stitch</p> <p>Know that an over stitch is a stitch that is made over an edge or another stitch.</p> <p>Knowing that clay can also be used as a natural adhesive.</p> <p>Know that texture can be created within a collage by cutting, tearing and layering materials.</p> <p>Know that collage is a form of using elements of paper/material to make images.</p>	<p>To sort threads and fabric.</p> <p>To experiment with joining materials.</p> <p>To weave with fabric and thread.</p> <p>To identify a type of stitch.</p> <p>To use clay as a joining material to create natural 3D sculptures.</p> <p>To how accuracy when cutting, tearing and layering paper and card for my collages.</p> <p>To gather and sort the materials I will need for a collage.</p>
Y1	Disciplinary Knowledge	<ul style="list-style-type: none"> Record and develop ideas in a sketchbook from first hand observation, experience and imagination. Describe what they can see, like and dislike in their work and of another artist, using their knowledge of line, shape, colour and pattern. Begin to form a question about a piece of art. Use vocabulary 'compare' when discussing art work. 				



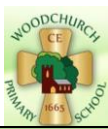
Art and Design End Points						
	Drawing Knowledge	Drawing Skills	Painting Knowledge	Painting Skills	Sculpture/textiles Knowledge	Sculpture/textiles skills
Y2	<p>Know that tones can be blended from light, mid to dark using a pencil.</p> <p>Know that a gradient is a gradual change from one element to another, such as light to dark or one colour to another.</p> <p>Knowing that line can be used to show light and dark, such as the proximity of the lines being close can make darker areas). Cross-hatching is parallel lines perpendicular to each other.</p> <p>Know that an eraser can be used to refine lines but also lighten shaded areas.</p> <p>Know that by smudging pastels and charcoal with a finger a lighter tone can be created.</p> <p>Know that by using point of focus within an image, detail can be added.</p>	<p>To vary the pressure when creating different tones and gradients.</p> <p>To add shading in my drawings through the use of line (hatching and cross hatching).</p> <p>To refine their drawing by using an eraser to accurately remove inaccurate lines.</p> <p>To develop line and tone through the use of charcoal and pastels.</p> <p>To use a viewfinder to focus on a specific part of an image or artefact before drawing it.</p>	<p>Know that brush strokes travel in one direction.</p> <p>Know how to make particular secondary colours and where these are located on the colour wheel.</p> <p>Know what happens when secondary + primary colours are mixed.</p> <p>Know how to create a tint and shade and explain why a particular tone has been used.</p> <p>Know that how the brush is held will affect the way the texture is created.</p> <p>Know that a print is a replica image that has been pressed onto a surface and this can be repeated more than once.</p> <p>Know that an even amount of pressure must be applied when carving into polystyrene tiles and an even amount of paint when printing.</p> <p>Know that negative space is the empty space around and between the subjects of an image.</p> <p>Know that scumbling is a dry brush technique.</p>	<p>To explore line by using smooth, expressive brush strokes.</p> <p>To name all the primary and secondary colours.</p> <p>To mix my own brown.</p> <p>To make tints by adding white and tones by adding black.</p> <p>To use different textures in paint.</p> <p>To create a printed linear pattern using polystyrene tile printing.</p> <p>Create a picture independently using simple IT mark making brush tools.</p>	<p>Know that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Know that photo editing software can change the way an existing image looks.</p>	<p>To combine 2 or more materials to make a sculpture (one of these must be an adhesive or joining technique, such as weaving)</p> <p>Use natural and found materials to make a sculpture.</p> <p>To use different kinds of materials on my collage and explain why I have chosen them.</p> <p>Create a picture independently using ICT software.</p> <p>Make simple changes to photographic images on a computer e.g. hue.</p>
Y2	Disciplinary Knowledge	<ul style="list-style-type: none"> Keep annotations in sketchbooks showing how they have changed their current work. Record and explore ideas from first hand observation, experience and imagination. Explain how other artists have used colour, tones, line, textures and space in their work. Create a piece of artwork in response to another artists' work. Use vocabulary 'justify and examine' when discussing artwork. 				



Art and Design End Points						
	Drawing Knowledge	Drawing Skills	Painting Knowledge	Painting Skills	Sculpture/textiles Knowledge	Sculpture/textiles skills
Y3	<p>Know that with 'H' pencils are for technical drawing and 'B' for shading. The higher the number (e.g., 8b) the softer the pencil.</p> <p>Know contour shading is lines that are curved to follow the contours of the subject. It helps to add shape and a 3D quality to a piece of work.</p> <p>Know that scumbling is a shading technique that involves overlapping lots of little circles.</p> <p>Know that the rule of thumb (8) can help as a general reference to show proportion for figure drawing. Know that proportions are the ratios between height, width and depth of a subject.</p> <p>Know that highlighting areas of a drawn object with white, can create the illusion of reflected light.</p> <p>Know that drawings need to be adapted and refined as necessary.</p>	<p>To use different grades of pencil and vary pressure to show different tones and texture.</p> <p>To use shading show moods through the use of facial expressions and body language in my drawings.</p> <p>To show an awareness of proportion by drawing figures that are more accurate and convincing.</p> <p>To use white as a tool to add light and reflection to a drawing.</p> <p>To continually review my drawing.</p>	<p>Know that directional brush strokes can help focus on form.</p> <p>Know that a secondary + primary colour combined is called a tertiary colour.</p> <p>Know where tertiary colours are located on a colour wheel.</p> <p>Know how to create a colour wash and how they can be effective to fill large areas with block colour.</p>	<p>To create accurate lines and follow the shapes contour with paint showing more control.</p> <p>To predict with accuracy the colours that I mix.</p> <p>Create a background using a wash.</p>	<p>Know that textiles can be combined with other materials to add texture to a piece of work.</p> <p>Know that a framework is needed to support larger sculptures.</p> <p>Know that we can combine collage with painting and making, by cutting and tearing media and manipulating it into 3D forms.</p> <p>Know and demonstrate in their art how to use a range of dry and wet media to create a collage/sculpture using overlapping and layering.</p> <p>Know that a montage is an assembly of images that relate to each other in some way to create a part of work of art.</p>	<p>To add textiles onto my work to create texture and shape.</p> <p>To work with real life size materials.</p> <p>To add onto their work to create texture and shape.</p> <p>Combine collage with other media to create 3D forms.</p> <p>To experiment with and process to design and make 3D form.</p> <p>To combine visual and tactile qualities.</p> <p>Use printed images taken with a digital camera and combine them with other media to produce art work.</p>
Y3	Disciplinary Knowledge	<ul style="list-style-type: none"> • Use their sketchbooks to express feelings about a subject and to describe likes and dislikes. • Suggests improvements to work by keeping notes in sketchbooks. • Independently research an artist using the web or books. • Compare the work of different artists and cultures. • Make notes about specific techniques used by artist • Begin to understand the viewpoints of others by looking at images of people and understand how I am feeling and what the artist is trying to express in their work. 				



Art and Design End Points						
	Drawing Knowledge	Drawing Skills	Painting Knowledge	Painting Skills	Sculpture/textiles Knowledge	Sculpture/textiles skills
Y4	<p>Know that texture can be manipulated via different methods and techniques such as layering, scumbling and different types of mark making.</p> <p>Know that erasers can be used expressively to create texture in a drawing.</p> <p>Know that different materials produce different textures, such as pastel is a softer, smoother texture.</p> <p>Know how to organise facial proportions and demonstrate an improved accuracy when drawing people and faces.</p> <p>Know that refining lines, shapes and tonal gradients will help to create a more accurate and realistic outcome (where appropriate)</p>	<p>To use texture when using one medium within a drawing.</p> <p>To use an eraser to refine lines and expose lighter tones to add texture within a drawing.</p> <p>To explain why I have chosen specific materials to draw with for certain textures.</p> <p>To understand the importance of using an accurate proportion when drawing elements of the same object.</p> <p>To continually refine drawings</p>	<p>Know that tones are created when grey is added to a hue and to use shade (adding black).</p> <p>Know where analogous colours are on the colour wheel and that the colours have similarities.</p> <p>Know where complimentary (contrasting colours) are on the colour wheel and how they produce a high contrast combination.</p> <p>Know that different coloured paint can be applied to different areas of a polystyrene file.</p>	<p>To successfully uses paint to create shading and tonal effects.</p> <p>To identify areas of shadow and light and blend tones accurately to create soft gradients.</p> <p>To use a range of different colours to explore mood in my painting.</p> <p>To make two coloured print.</p>	<p>Know that the positioning of collage material can create certain moods, such as placing contrasting colours next to each other.</p>	<p>To experiment using different colours for a collage.</p> <p>To combine collage with painting and making, by cutting and tearing media and manipulating it into 3D form.</p>
Y4	Disciplinary Knowledge	<ul style="list-style-type: none"> • Keep notes about the purpose of my work and adapt and improve my original ideas. • Make notes about techniques used by artists and experiment with the different styles. • Identify art from other cultures. • Present a collection of work justifying choices. • Know and use vocabulary 'argue and judge' when discussing artwork. 				



Art and Design End Points						
	Drawing Knowledge	Drawing Skills	Painting Knowledge	Painting Skills	Sculpture/textiles Knowledge	Sculpture/textiles skills
Y5	<p>Know that stippling involves holding the pencil/ pen in an upright position producing a series of dots.</p> <p>Know that sketched lines involve a loose grip to map a concept and plan movement.</p> <p>Know that 3D objects have a tactile texture and when this is captured in a drawing it is called implied texture.</p> <p>Know the concept of perspective, foreground & background.</p>	<p>To identify and draw simple objects, and use marks, stippling dots and lines to produce texture and show forms of movement.</p> <p>To plan and draw sketches of 3D sculpture identifying areas of texture.</p> <p>Create objects in the foreground that appear larger than those in the back and midground.</p>	<p>Know that texture in paint can be created by varying the application of the paint: smooth brush strokes, dry brush scumbling, a series of dots (pointillism) and using a palette knife for a thicker texture.</p> <p>Know vocabulary to describe a particular mood (tranquil, dark, disturbing)</p> <p>Know that light can be added using white paint and shading can be created with directional (contour) brush strokes.</p> <p>Know how to create: shading, tones and hints, creating secondary, tertiary colours.</p>	<p>To create mood in my painting.</p> <p>To successfully use shading to create mood and feeling.</p> <p>To create all the colours I need.</p>	<p>Know how to use a running stitch over stitch and blanket stitch and evaluating the benefits of each.</p> <p>Know how objects can be stuffed and require stitching to hold the stuffing inside.</p> <p>Know that materials have different textures and thicknesses, therefore they need choosing for purpose.</p> <p>Know the tools and techniques used in Batik Art (tjanting tool, wax pot, resist).</p> <p>Know the effects of wax resist in Batik Art and how colour bleeds.</p> <p>Know that scoring and slipping is a way of combining clay together.</p>	<p>To use more than one type of stitch.</p> <p>To join fabric together to form a object that includes stuffing/padding.</p> <p>To use sewing and painting on fabric to add detail to a piece of work.</p> <p>To use early textile and sewing techniques and experiment with a range of different fabrics to create a design suit for purpose.</p> <p>Explore wax resist and colour bleeds to create a piece of batik art.</p> <p>To sculpt clay using tools to create a range of textures and other mouldable materials.</p> <p>Create a piece of art work which includes the integration of digital images I have taken.</p>
Y5	Disciplinary Knowledge	<ul style="list-style-type: none"> • Explain art from other periods of history. • Independently select materials and techniques to create a specific outcome. • Know and use vocabulary 'relate and criticise' when discussing art work. • Describe technical aspects in their work, e.g. knowledge of colour mixing, line, tone, texture etc. • Regularly analyse and reflect on progress taking account of what you hope to achieve. 				



Art and Design End Points						
	Drawing Knowledge	Drawing Skills	Painting Knowledge	Painting Skills	Sculpture/textiles Knowledge	Sculpture/textiles skills
Y6	<p>Know that perspective allows artists to portray form in their artwork.</p> <p>Know how tone can create form.</p> <p>Know different perspectives within a piece of work can add to emotional and imaginative pieces.</p> <p>Know and name sketching techniques (eg. contouring, stippling, scumbling, linear hatching)</p>	<p>To be able to think about how 3D forms can be represented in 2D artwork.</p> <p>Experiment to create: line, tone, pattern, texture, form, space, colour and shape</p>	<p>Know that different tools can be used to make marks on lino. These marks are the negative space that is printed.</p> <p>Know that the lino print must be lined up carefully to ensure the print is directly on top.</p> <p>Describe and use a range of techniques in their work and say why they have chosen them. (e.g. Directional brush strokes, stippling to create textured effects, dry brush technique to add detail, watercolour bleeds to show clouds</p> <p>Identify symbolism and use it in their painting/printing.</p>	<p>To carve into a piece of lino using a v nib tool and to create a print.</p> <p>To print using 3+ colours.</p> <p>Can blend colours using a soft and smooth gradient.</p> <p>Colours are blended with little visual appearance of intervals.</p> <p>Explore symbolism and use it in their painting.</p>	<p>Know that an armature is an interior framework.</p> <p>Know how to combine materials and processes to design and make 3D form (wire armature and Modroc)</p>	<p>To combine materials and processes to design and make 3D form ensuring an internal framework supports the structure.</p> <p>Use recycled, natural and manmade materials to create sculpture.</p> <p>To convey a message through sculpture.</p> <p>Use software packages to create pieces of digital art to design.</p> <p>Create a piece of ICT art which can be used as part of a wider presentation.</p>
Y6	Disciplinary knowledge	<ul style="list-style-type: none"> • Provide a reasoned evaluation of both my own and professionals' work which takes account of the starting points, intentions and context behind the work, • Set out ideas using annotation in sketchbooks and keep notes as to how the ideas have changed and why. • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations. • Independently develop ideas using different or mixed media. • Independently select materials and techniques to create a specific outcome. • Describe what their work is influenced by, • Know and use vocabulary 'interpret, construct, convey and evoke' when discussing artwork. 				