

# Coates Way School – Art Progression Map



At Coates Way School we aim to teach Art and Design in a fun, creative, imaginative and engaging way. We will ensure that children are inspired and challenged throughout each topic and develop the confidence to experiment and reflect their personalities in their artwork. Each child will experience drawing, painting, sculpture, printing and textiles, and skills will be developed as they progress through the school using a range of high-quality tools and resources. Opportunities will be provided to develop deeper understanding and critical thinking by exploring the work of various artists, sculptors and designers, and their impact on culture and history.

In EYFS, Art is taught through continuous provision which will change dependent on the children’s interests. Every child has the opportunity to experience and access drawing, painting, printing and sculpting using the materials in the classroom.

References:

KAPOW Planning

Context	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DRAWING</b>	<p><b>Topic:</b> <u>Marvellous Marks</u> <b>Physical development</b> - Develop small motor skills so that they can use a range of tools competently, safely and confidently. - Develop overall body-strength, balance, co-ordination and agility. -Develop the foundations</p>	<p><b>Topic:</b> <u>Make your mark</u> Show control when using string and chalk to draw lines.  Experiment with a range of mark-making techniques, responding appropriately to music.  Colour neatly and carefully, featuring a range of different media and colours.</p>	<p><b>Topic:</b> <u>Tell a story</u> Suggest ways to draw a word through marks.  Use relevant language to describe how an object feels.  Suggest ways to create different textures through drawn marks.  Freely experiment with different tools,</p>	<p><b>Topic:</b> <u>Growing Artists</u> Know the difference between organic and geometric shapes.  Use simple shapes to form the basis of a detailed drawing.  Use shading to demonstrate a sense of light</p>	<p><b>Topic:</b> <u>Power Prints</u> Create several pencil tones when shading and create a simple 3D effect.  Explore the effect of holding a pencil in different ways and applying different pressures.  Use charcoal and rubber to show areas of</p>	<p><b>Topic:</b> <u>I need space</u> Understand and explain what retrofuturism is.  Participate in discussions and offer ideas.  Evaluate images using simple responses, sometimes using formal elements to extend ideas.  Provide plausible suggestions for</p>	<p><b>Topic</b> <u>Make your voice heard</u> Collect a good range of imagery, adding annotated notes and sketches.  Make relevant comparisons between different styles of art.  Use tools effectively to explore a range of effects.</p>

	<p>of a handwriting style which is fast, accurate and efficient.</p> <p><b>ELG: Fine Motor Skills</b> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><b>ELG: Fine Motor Skills</b> Begin to show accuracy and care when drawing.</p> <p><b>Key Vocabulary:</b> Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short,</p>	<p>Apply a range of marks successfully to a drawing.</p> <p>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p> <p><b>Key Vocabulary:</b> Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk</p>	<p>receiving encouragement when needed.</p> <p>Describe and then draw shapes that make up an object.</p> <p>Use good observational skills to add details to their drawing.</p> <p>Use an interesting range of marks that show an understanding of how to draw different textures.</p> <p>Make sketches, which may be of basic stick-like figures or may imply more shapes.</p> <p>Develop sketches into a character, with some support, adding details to enhance their character.</p> <p>Demonstrate an understanding of</p>	<p>and dark in their work.</p> <p>Shade with a reasonable degree of accuracy and skill.</p> <p>Blend tones smoothly and follow the four shading rules.</p> <p>Collect a varied range of textures using frottage.</p> <p>Use tools competently, being willing to experiment.</p> <p>Generate ideas mostly independently and make decisions to compose an interesting frottage image.</p> <p>Understand how to apply tone, with some guidance about where to use it.</p>	<p>light and dark in their drawings.</p> <p>Demonstrate an awareness of the relative size of the objects they draw.</p> <p>Use scissors with care and purpose to cut out images.</p> <p>Try out multiple arrangements of cut images to decide on their composition.</p> <p>Use different tools to create marks and patterns when scratching into a painted surface.</p> <p>Show some awareness of how to create contrast by including areas with more and less marks.</p> <p>Work co-operatively to create a joint artwork, experimenting</p>	<p>how a piece was created.</p> <p>Comfortably use different stimuli to draw from.</p> <p>Use past knowledge and experience to explore a range of drawing processes.</p> <p>Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</p> <p>Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</p> <p>Generate a clear composition idea for a final piece that shows how it will be drawn.</p> <p>Independently select tools and</p>	<p>Respond to the meaning of a spirit animal through drawing.</p> <p>Generate symbols that reflect their likes and dislikes with little support.</p> <p>Create a tile that is full of pattern, symbols and colours that represents themselves.</p> <p>Discuss ideas to create light and dark through drawing techniques.</p> <p>Apply chiaroscuro to create light and form through a tonal drawing.</p> <p>Understand the impact of using techniques for effect.</p> <p>Participate in a discussion that examines the similarities and differences</p>
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	<p>Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</p>		<p>how drawing facial features in different ways conveys expressions.</p> <p>Create scenes from their own imagination, with some support.</p> <p><b><u>Key Vocabulary:</u></b> Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</p>	<p>Draw a framed selection of an image onto a large scale with some guidance.</p> <p>Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</p> <p><b><u>Key Vocabulary:</u></b> Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural,</p>	<p>with their methods.</p> <p><b><u>Key Vocabulary:</u></b> Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print</p>	<p>drawing techniques, with some guidance.</p> <p>Demonstrate growing independence, discussing ways to improve work.</p> <p><b><u>Key Vocabulary:</u></b> Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p>	<p>between different styles of art.</p> <p>Form their own opinions about what art is, justifying their ideas.</p> <p>Identify a cause and decide what message they want to convey.</p> <p>Understand artist's choices to convey a message.</p> <p>Review sketchbook and creative work to develop a drawn image.</p> <p>Review and revisit ideas to develop their work.</p> <p><b><u>Key Vocabulary:</u></b> Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic,</p>
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				Expressive, Viewfinder			Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience
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**PAINTING  
AND  
MIXED  
MEDIA**

<p><b>Topic:</b> <u>Painting and Mixed Media</u></p> <p><b>Physical development -</b> Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Fine Motor Skills Begin to show accuracy and care when drawing. -ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><b>Expressive Arts and Design</b> -Explore, use and refine a variety of artistic effects to express ideas and feelings. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Topic:</b> <u>Colour Splash</u></p> <p>Name the primary colours.</p> <p>Explore coloured materials to mix secondary colours.</p> <p>Mix primary colours to make secondary colours.</p> <p>Apply paint consistently to their printing materials to achieve a print.</p> <p>Use a range of colours when printing.</p> <p>Mix five different shades of a secondary colour.</p> <p>Decorate their hands using a variety of patterns.</p> <p>Mix secondary colours with confidence to paint a plate.</p> <p>Describe their finished plates.</p> <p><b>Key Vocabulary:</b></p>	<p><b>Topic:</b> <u>Life in Colour</u></p> <p>Name the primary and secondary colours.</p> <p>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p> <p>Describe the colours and textures they see.</p> <p>Try different tools to recreate a texture and decide which tool works best.</p> <p>Show they can identify different textures in a collaged artwork.</p> <p>Apply their knowledge of colour mixing to match colours effectively.</p>	<p><b>Topic:</b> <u>Prehistoric Painting</u></p> <p>Recognise the processes involved in creating prehistoric art.</p> <p>Explain approximately how many years ago prehistoric art was produced.</p> <p>Use simple shapes to build initial sketches.</p> <p>Create a large scale copy of a small sketch.</p> <p>Use charcoal to recreate the style of cave artists.</p> <p>Demonstrate good understanding of colour mixing with natural pigments.</p> <p>Discuss the differences between</p>	<p><b>Topic:</b> <u>Light and dark</u></p> <p>Share their ideas about a painting.</p> <p>Describe the difference between a tint and a shade.</p> <p>Mix tints and shades by adding black or white paint.</p> <p>Discuss their real-life experiences of how colours can appear different.</p> <p>Use tints and shades to paint an object in 3D.</p> <p>Try different arrangements of objects for a composition, explaining their decisions.</p> <p>Produce a clear sketch that reflects the</p>	<p><b>Topic:</b> <u>Portraits</u></p> <p>Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</p> <p>Try a variety of materials and compositions for the backgrounds of their drawings.</p> <p>Communicate to their partner what kind of photo portrait they want.</p> <p>Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</p> <p>Create a successful print.</p> <p>Use some Art vocabulary to talk about and</p>	<p><b>Topic:</b> <u>Artist Study</u></p> <p>Suggest ideas for the meaning behind a picture.</p> <p>Identify different features within a painting and use the formal elements to describe it.</p> <p>Be creative and imaginative in finding their own meaning in a painting.</p> <p>Read a picture well and see beyond the first glance, analysing and evaluating it successfully.</p> <p>Reflect on personal experiences to convey through their own piece of abstract art.</p> <p>Understand and choose a meaningful message to convey through imagery, creating</p>
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	<p>-ELG: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-ELG: Creating with materials Share their creations, explaining the process they have used.</p> <p><b>Key Vocabulary:</b> Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe</p>	<p>Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p>	<p>Choose collage materials based on colour and texture.</p> <p>Talk about their ideas for an overall collage.</p> <p>Try different arrangements of materials, including overlapping shapes.</p> <p>Give likes and dislikes about their work and others'.</p> <p>Describe ideas for developing their collages.</p> <p>Choose materials and tools after trying them out.</p> <p><b>Key Vocabulary:</b> Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p>	<p>prehistoric and modern paint.</p> <p>Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</p> <p>Successfully make positive and negative handprints in a range of colours.</p> <p>Apply their knowledge of colour mixing to make natural colours</p> <p><b>Key Vocabulary:</b> Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up,</p>	<p>arrangement of their objects.</p> <p>Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</p> <p>Paint with care and control to make a still life with recognisable objects.</p> <p><b>Key Vocabulary:</b> Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making,</p>	<p>compare portraits.</p> <p>Identify key facts using a website as a reference.</p> <p>Explain their opinion of an artwork.</p> <p>Experiment with materials and techniques when adapting their photo portraits.</p> <p>Create a self-portrait that aims to represent something about them.</p> <p><b>Key Vocabulary:</b> Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify,</p>	<p>some different composition ideas.</p> <p>Select an appropriate artist.</p> <p>Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</p> <p>Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.</p> <p>Experiment and revisit ideas, drawing on creative experiences.</p> <p><b>Key Vocabulary:</b> Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative,</p>
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				Sketch, Texture, Tone	Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	Research, Evaluate, Represent, Atmosphere, Art medium	Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought- provoking
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# SCULPTURE AND 3D

<b>Topic: <u>Creation Station</u></b>	<b>Topic: <u>Paper Play</u></b>	<b>Topic: <u>Clay Houses</u></b>	<b>Topic: <u>Abstract shape and space</u></b>	<b>Topic: <u>Mega Materials</u></b>	<b>Topic: <u>Interactive Installation</u></b>	<b>Topic: <u>Making Memories</u></b>
<p><b>Physical development -</b> Develop small motor skills so that they can use a range of tools competently, safely and confidently. - Develop overall body-strength, balance, co-ordination and agility. -Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>-ELG:</b> Use a range of small tools, including scissors, paint brushes and cutlery. <b>-ELG:</b> Begin to show accuracy and care when drawing</p> <p><b>Expressive Arts and Design</b> -Explore, use and refine a variety of artistic effects to express ideas and feelings. -Return to and build on their previous learning,</p>	<p>Roll paper tubes and attach them to a base securely.</p> <p>Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</p> <p>Shape paper strips in a variety of ways to make 3D drawings.</p> <p>Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</p> <p>Create a tree of life sculpture that includes several different techniques for shaping paper.</p> <p>Work successfully with others, sustaining effort over a time.</p>	<p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</p> <p>Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</p> <p>Roll a smooth tile surface.</p> <p>Join clay shapes and make marks in the tile surface to create a pattern.</p> <p>Draw a house design and plan how to create the key features in clay.</p> <p>Create a clay house tile that has recognisable</p>	<p>Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.</p> <p>Make a structure that holds its 3D shape.</p> <p>Explain in simple terms the difference between 2D and 3D art.</p> <p>Combine shapes together to make an interesting free-standing sculpture.</p> <p>Try out more than one way to create joins</p>	<p>Try drawing in an unfamiliar way and take risks in their work.</p> <p>Use familiar shapes to create simple 3D drawings and describe the shapes they use.</p> <p>Draw a simple design with consideration for how its shape could be cut from soap.</p> <p>Transfer a drawn idea successfully to a soap carving.</p> <p>Make informed choices about their use of tools.</p> <p>Successfully bend wire to follow a simple template, adding details</p>	<p>Answer questions about a chosen installation thoughtfully and generate their own questions.</p> <p>Show that they understand what installation art means.</p> <p>Justify their opinions of installation artworks.</p> <p>Evaluate their box designs, considering how they might appear as full-sized spaces.</p> <p>Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.</p>	<p>Discuss the work of artists that appreciate different artistic styles.</p> <p>Create a sculpture to express themselves in a literal or symbolic way.</p> <p>Reflect verbally or in writing about creative decisions.</p> <p>Suggest ways to represent memories through imagery, shapes and colours.</p> <p>Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</p> <p>Competently use scissors to cut</p>



	<p>refining ideas and developing their ability to represent them. –</p> <p><b>ELG: Creating with materials&gt;</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>-ELG: Creating with Materials&gt;</b> Share their creations, explaining the process they have used</p> <p><b>Key Vocabulary:</b> 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p>	<p>Paint with good technique, ensuring good coverage.</p> <p><b>Key Vocabulary:</b> Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p>	<p>features made by both impressing objects into the surface and by joining simple shapes.</p> <p><b>Key Vocabulary:</b> Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p>	<p>between shapes.</p> <p>Identify familiar 2D shapes in photographs.</p> <p>Identify shapes in the negative space between objects.</p> <p>Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.</p> <p>Plan an abstract sculpture based on play equipment.</p> <p>Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).</p>	<p>for stability and aesthetics.</p> <p>Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.</p> <p>Show they are considering alternative ways to display their sculpture when photographing it.</p> <p>Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.</p> <p>Describe how their work has been influenced by the work of El Anatsui.</p> <p><b>Key Vocabulary:</b> Visualisation, Ceramics, Two-</p>	<p>Create an installation plan, model or space.</p> <p>Describe their creations and the changes they made as they worked.</p> <p>Describe how their space conveys a particular message or theme.</p> <p>Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation.</p> <p>Show they have considered options for how to display their installation best e.g. lighting effects.</p> <p>Present information about their installation</p>	<p>shapes accurately.</p> <p>Talk about artists' work and explain what they might use in their own work.</p> <p>Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</p> <p>Successfully translate plans to a 3D sculpture.</p> <p>Work mostly independently, experimenting and trying new things.</p> <p>Identify and make improvements to their work.</p> <p>Produce a completed sculpture demonstrating experimentation, originality and</p>
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				<p>Choose appropriate methods for joining elements in their sculptures.</p> <p>Show that they have thought about how to improve their sculptures and made choices about what to add.</p> <p>Work cooperatively in pairs to add detail to their artwork</p> <p><b>Key Vocabulary:</b> Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space</p>	<p>dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p>	<p>clearly in the chosen format.</p> <p>Justify choices made, explaining how they improve the viewer experience or make it interactive.</p> <p><b>Key Vocabulary:</b> Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p>	<p>technical competence.</p> <p>Competently reflect on successes and personal development.</p> <p><b>Key Vocabulary:</b> Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</p>
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# CRAFT AND DESIGN

<p><b>Topic:</b> <b><u>Let's get crafty!</u></b></p> <p><b>Physical development</b> -Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><b>-ELG:</b> Use a range of small tools, including scissors, paint brushes and cutlery. <b>-ELG:</b> Begin to show accuracy and care when drawing</p> <p><b>Expressive Arts and Design</b> -Explore, use and refine a variety of artistic effects to express ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. <b>-ELG: Creating with materials&gt;</b> Safely use and explore a variety of materials, tools and tec</p>	<p><b>Topic:</b> <b><u>Woven Wonders</u></b></p> <p>Give an opinion about whether an activity counts as 'art'.</p> <p>Listen attentively to a visitor describing their creative interests.</p> <p>Draw and talk about a remembered experience of making something creative.</p> <p>Independently choose and measure lengths of wool and join wool sections together.</p> <p>Adjust their wrapping technique if something doesn't work well.</p> <p>Show that they are selecting colours thoughtfully.</p> <p>Be open to trying out a new skill.</p> <p>Show that they are choosing materials</p>	<p><b>Topic:</b> <b><u>Map it Out!</u></b></p> <p>Sort map images into groups, explaining their choices.</p> <p>Draw a map of their journey to school, including key landmarks and different types of mark-making.</p> <p>Follow instructions to make a piece of felt that holds together and resembles their map.</p> <p>Decide how to place 'jigsaw' pieces to create an abstract composition.</p> <p>Make choices about which details from their map to include in a stained glass.</p> <p>Cut cellophane shapes with</p>	<p><b>Topic:</b> <b><u>Ancient Egyptian Scrolls</u></b></p> <p>Recognise and discuss the importance of Ancient Egyptian art.</p> <p>Consider the suitability of a surface for drawing.</p> <p>Record colours, patterns and shapes through observational drawing.</p> <p>Choose and use tools and materials confidently.</p> <p>Begin to experiment with drawing techniques.</p> <p>Create a selection of sketches that show idea exploration.</p>	<p><b>Topic:</b> <b><u>Fabric of nature</u></b></p> <p>Describe objects, images and sounds with relevant subject vocabulary.</p> <p>Create drawings that replicate a selected image.</p> <p>Select imagery and colours to create a mood board with a defined theme and colour palette.</p> <p>Complete four drawings, created with confident use of materials and tools to add colour.</p> <p>Understand the work of William Morris, using subject vocabulary to describe his work and style.</p>	<p><b>Topic:</b> <b><u>Architecture</u></b></p> <p>Sketch a house from first-hand or second-hand observation.</p> <p>Use basic shapes to place key features and form the composition, measuring to work out proportions.</p> <p>Notice small details to incorporate into the drawing by observing.</p> <p>Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.</p> <p>Follow steps to create a print with clear lines, with some smudging.</p> <p>Purposefully evaluate their</p>	<p><b>Topic:</b> <b><u>Photo Opportunity</u></b></p> <p>Understand what photomontage is and recognise how artists use photography.</p> <p>Select relevant images and cut them with confidence and a level of control.</p> <p>Demonstrate a competent knowledge of effective composition, discussing their ideas.</p> <p>Use recording devices and available software with confidence.</p> <p>Demonstrate a confident understanding of Edward Weston's style through their artistic choices.</p> <p>Discuss the features of a</p>
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	<p><b>Key Vocabulary:</b>  Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag</p>	<p>based on colour, thickness and flexibility.</p> <p>Show resilience and keep going when things don't go right the first time.</p> <p>Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc).</p> <p>Weave with paper, achieving a mostly accurate pattern of alternating strips.</p> <p>Describe their own weaving and compare it to Vicuña's artwork.</p> <p>Attach things securely to their box loom.</p> <p>Remember the process needed for weaving and attach some elements in this way.</p> <p>Discuss the choices they make and</p>	<p>care and arrange them into a pleasing composition.</p> <p>Design a print with simple lines and shapes, making improvements as they work.</p> <p>Follow a process to make and print from a polystyrene tile.</p> <p>Choose a favourite artwork, justifying their choice.</p> <p>Annotate their favourite artwork with relevant evaluation points.</p> <p>Take an active part in decisions around how to display their artworks in the class gallery.</p> <p><b>Key Vocabulary:</b></p>	<p>Produce a final design with a clear purpose.</p> <p>Follow instructions with minimal support.</p> <p>Discuss and evaluate the process and outcome of their work.</p> <p>Produce a complete painted or drawn piece from a design idea.</p> <p>Use colours and materials appropriately, showing an understanding of effective composition.</p> <p>Have a clear idea of the subject of their zine, including a range of images and information.</p>	<p>Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.</p> <p>Identify and explain where a pattern repeats.</p> <p>Follow instructions to create a repeating pattern, adding extra detail.</p> <p>Understand different methods of creating printed fabric in creative industries.</p> <p>Use sketchbooks to evaluate patterns.</p> <p>Produce ideas to illustrate products using their designs</p> <p><b>Key Vocabulary:</b></p>	<p>work, demonstrating what went well and what could be improved.</p> <p>Create a building design based on a theme or set purpose.</p> <p>Draw a plan view or front elevation of their building, annotating the key features.</p> <p>Discuss Hundertwasser's work and recognise his style.</p> <p>Create a factual presentation about Hundertwasser in a visually pleasing way.</p> <p>Show understanding of what a monument is for by designing a monument that symbolises a person or event.</p>	<p>design, e.g. explaining what is effective about a composition.</p> <p>Select a suitable range of props, considering the design brief and their initial ideas.</p> <p>Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.</p> <p>Use editing software to change their image, reflecting an artist's style.</p> <p>Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.</p> <p>Set up a composition and think about a space that will</p>
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		<p>what they like about their finished work.</p> <p><b>Key Vocabulary:</b> Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom</p>	<p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>	<p><b>Key Vocabulary:</b> Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>	<p>Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</p>	<p>Describe their monument and explain their choices.</p> <p>Give constructive feedback to others about their monument designs</p> <p><b>Key Vocabulary:</b> Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality,</p>	<p>provide good lighting levels.</p> <p>Take a portrait that is focused and appropriately framed.</p> <p>Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.</p> <p><b>Key Vocabulary:</b> Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism,</p>

						Design intention, Symbolism, Literal, Commemorate	Photorealistic, Grid, Proportio
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