

 <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	Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks to describe a wide range of surfaces, textures & forms.
		Techniques	Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need.
		Purpose	Record experiences such as trips and experiences or to describe sequences of events. Describe, copy and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)
	Painting	Skill & Control	Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.
		Techniques	Learn how to paint with expression by combining traditional painting methods with unorthodox materials and techniques (such as rags, sticks, fabrics, sponges etc.)
		Colour	Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.
		Form	Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.
	Design	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc.	
	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 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 They should design and make in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Computers: Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.</p>	
 <p>Generating Ideas (Conceptual)</p>	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.	
	Experiences, Imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.	

<p>Generate and review ideas. Produce creative work.</p>	<p>Develop Ideas</p>	<p>Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.</p>
<p> Knowledge (Factual) Learn great artists, craftspeople, architects & designers</p>	<p>Learn great artists, craftspeople, architects & designers</p>	<p>Study famous works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artists work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>
<p> Evaluation (Metacognition) Evaluate and Analyse own & others work</p>	<p>Increasing understanding of purpose & intention for art</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>Awareness of choices & decisions</p>	<p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.</p>