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| **Art & Design** | | | | |
| **Intent:** At Springvale Primary school our curriculum for art and design intends to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design and know about local and great artists, craft makers and designers.  By the end of Key Stage 1 the children will have the knowledge and skills to experiment, invent and create their own works of art, craft and design. They will have learned about the work of a selection of artists through history and will be confident in themselves as artists.  By the end of Key Stage 2 pupils will have deepened their knowledge of artists and their impact on the world. They will have developed their own skills as an artist over time building on skills learned in drawing, painting and sculpture throughout their primary years. They will have learned to observe artwork closely and created their own artwork using the techniques and styles pioneered by others. Children will have visited art galleries locally and know where the great art works of the world can be seen.  **Aims**  The national curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | | | | |
| **National Curriculum**  **Key Stage 1**  Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | | |
| Year 1- Cycle A | | | | |
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| **Knowledge (I know therefore…)** | | **Skills (…I can)** | | |
| I know the works of some famous artists. | | I can describe what I can see and give an opinion about the work of the artist | | |
| I know how to show my ideas through art. | | I can ask questions about a piece of art. | | |
| I know how different materials look and feel. | | I can choose materials to suit my needs and ideas | | |
| **AUTUMN ASSESSMENT STATEMENTS** | | | **AUTUMN VOCABULARY** | |
| Emerging | Expected | Exceeding | Water colour  Oil painting  Pallet  Oil pastels  Chalk pastel  Blend  Smudge  Blot  Portrait / Landscape | |
| I can talk about what I think or feel about my own work and that of others.  I am beginning to make drawings and paintings to show my ideas. | I can say what I think and feel about my own and others' work, including artists, designers and craftspeople.  I can investigate and use a range of materials to show my ideas in both 2D and 3D. | I can comment on similarities and differences in my own and others' work, including artists, designers and craftspeople.  I am beginning to understand how different materials look and feel and use this knowledge to make choices and develop my work. |
| **AUTUMN IMPACT ARE % GD %** | | | | |
| **Helpful resources and web links:**  [www.Krokotak.com](http://www.Krokotak.com)  [www.artforkidshub.com](http://www.artforkidshub.com)  [www.kitchentableclassroom.com](http://www.kitchentableclassroom.com)  <http://www.eduweb.com/pintura/>  <http://www.eduweb.com/insideart/index.html>  <https://www.bbc.co.uk/teach/live-lessons/cbeebies-pablo-live-lesson/zn7ty9q> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| **SPRING ASSESSMENT STATEMENTS** | | | **SPRING VOCABULARY** | |
| Emerging | Expected | Exceeding | Sketch  Shade / hash  Light / dark  Bright / dark  Thick / thin  Straight / curved / feathered  Hard / soft  Repeat  Margin | |
| I am beginning to use a sketchbook to explore ideas. | I can use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space. | I cancollect visual and other information to help me to develop my ideas for example, in a sketchbook, using line, colour, pattern, texture, shape and space. |
| **SPRING IMPACT ARE % GD %** | | | | |
| **Helpful resources and web links:**  <https://craftwhack.com/sketchbook-ideas-tips/>  <https://www.accessart.org.uk/sketchbooks-good-teaching-practice/> | | | **Pupils Not Meeting Target** | **Actions to address...** |
|  |  |
| **SUMMER ASSESSMENT STATEMENTS** | | | **SUMMER VOCABULARY** | |
| Emerging | Expected | Exceeding | Mould  Sculpt  Stretch  Rough / Smooth  Slip  Joint  Blend / rub  Fire / kiln  Glaze  Cutting wire | |
| I can use a range of materials in my work.  I am beginning to make simple models to show my ideas. | I can investigate and use a range of materials to show my ideas in both 2D and 3D.  I am beginning to suggest ways to improve my own work. | I am beginning to investigate shape, form and texture in materials to create a 3D model.  I can sometimes adapt and improve my own work. |
| **SUMMER IMPACT ARE % GD %** | | | | |
| **Helpful resources and web links:**  <https://www.twinkl.co.uk/resource/t-ad-90-clay-techniques-to-try>  <https://www.thesprucecrafts.com/start-out-with-clay-2746271>  <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| Year 2 Cycle A | | | | |
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| **Knowledge (I know therefore…)** | | **Skills (…I can)** | | |
| I know that Leonado Da Vinci is a famous self portrait artist. | | I can compare my artwork with the work of famous artists. | | |
| I know that charcoal can be used to make marks, lines, smudged and blended. | | I can use charcoal to create art. | | |
| I know that a tint is made by adding white to a colour. | | I can make various tints of a primary colour. | | |
| **AUTUMN ASSESSMENT STATEMENTS** | | | **AUTUMN VOCABULARY** | |
| Emerging | Expected | Exceeding | Shade  Smudge  Hash  Pressure  Press on hard / lightly  Foreground  Middle ground  Background  Dark / light / pale | |
| I can create a piece of art in response to the work of another artist.  I can use pencils to create lines of different thicknesses in drawings. | I can compare my artwork with the work of famous artists.  I can choose and use three different grades of pencil when drawing. | I can compare the artwork of different artists.  I can use different grades of pencil to shade and to show different tones and textures. |
| **AUTUMN IMPACT ARE % GD %** | | | | |
| <https://www.creativeartcourses.org/best-pencils-for-drawing-and-sketching/>  <https://www.bing.com/videos/search?q=how+to+shade+for+kids&docid=608050910844096027&mid=53C1D770BB2EBB02FDF053C1D770BB2EBB02FDF0&view=detail&FORM=VIRE> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| **SPRING ASSESSMENT STATEMENTS** | | | **SPRING VOCABULARY** | |
| Emerging | Expected | Exceeding | Natural / man made  Scrunch / fold  Curl / coil  Tear  Overlap  Blend / smudge  Tone  Line | |
| I can experiment with, construct and join recycled, natural and man-made materials.  I can create moods in artwork. | I can produce a range of effects by scrunching, curling and shaping paper.  I can use charcoal, pencil and pastel to create art | I can use different kinds of materials and explain why I have chosen them.  I can use sketches to produce a final piece of art. |
| **SPRING IMPACT ARE % GD %** | | | | |
| **SUMMER ASSESSMENT STATEMENTS** | | | **SUMMER VOCABULARY** | |
|  |  |  | Tone  Shade  Tint  Colour spectrum  Colour Wheel  Mix / mixing  layering | |
| I can name the primary and secondary colours.  I can mix usable paint in a range of colours. | I can mix paint to create all the secondary colours.  I can describe colours using appropriate vocabulary (pale, dark, light) | I can make various tints of a primary colour.  I can make a colour wheel. |
| **SUMMER IMPACT ARE % GD %** | | | | |
| <https://onlineartlessons.com/tutorial/the-color-wheel/>  <https://www.tes.com/teaching-resource/the-colour-wheel-6144483> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| Year 3- Cycle A | | | | |
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| **Knowledge (I know therefore…)** | | **Skills (…I can)** | | |
| I know how to save and print famous artists images found on the internet. | | I can use IT to create art which includes my own work and that of others. | | |
| I know that it is necessary to key the surface of clay where it will be joined and use a slip to act as a glue. | | I practice different joining techniques when I am using clay and other malleable materials. | | |
| I know that perspective is**a technique for creating an illusion of three-dimensions (depth and space) on a two-dimensional (flat) surface.** | | I can draw things that are further away smaller. | | |
| AUTUMN ASSESSMENT STATEMENTS | | | **AUTUMN VOCABULARY** | |
| **Emerging** | **Expected** | **Exceeding** | Positive / Negative | |
| I can use different effects within an IT paint package. | I can use IT to create art which includes my own work and that of others. | I can use digital images and combine them with other media in my artwork. |
| **AUTUMN IMPACT ARE % GD %** | | | | |
| <https://www.tes.com/teaching-resource/andy-warhol-lesson-sequence-6142523>  <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-andy-warhols-marilyn-diptych/z42r2sg>  <https://www.tate.org.uk/kids/explore/who-is/who-henry-moore> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| SPRING ASSESSMENT STATEMENTS | | | **SPRING VOCABULARY** | |
| **Emerging** | **Expected** | **Exceeding** | Cut  Shape  Impress  Score  Hash  Blend  Slip  Relief  Free standing  Thumb pot  Glaze Kiln | |
| I can produce recognisable 3D representations using a range of resources. | I practice different joining techniques when I am using clay and other malleable materials. | I understand that sculpture can be created by the removal of material as well as adding.  I can use gouging and scraping techniques to add detail. |
| **SPRING IMPACT ARE % GD %** | | | | |
| SUMMER ASSESSMENT STATEMENTS | | | **SUMMER VOCABULARY** | |
| **Emerging** | **Expected** | **Exceeding** | Shade  Line  Tone  3d / 2d  Perspective  Blend  Dark / light  Light source / Direction of light | |
| I can look closely at details when I am producing an observational drawing.  I can use different techniques to create a range of tones using graded pencils. | I can use a drawing frame to focus on the detail of a photograph.  I know that things that are further away are smaller (perspective). | I can use light and dark tones can make an object look 3Dimensional in my drawings.  I can explore light and dark, creating shadows and highlighting specific areas. |
| **SUMMER IMPACT ARE % GD %** | | | | |
| <https://www.bing.com/images/search?q=daniel+mackie+art+lesson&FORM=HDRSC2>  <https://www.artistaday.com/?p=18747>  <http://www.tangledfingers.com/daniel-mackie/> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| Year 4- Cycle A | | | | |
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| **Knowledge (I know therefore…)** | | **Skills (…I can)** | | |
| I know that larger paint brushes should be used to block in large areas of colour and fine brushes should be used for small areas and to add detail. | | I can explore how to apply paint with increasing control. | | |
| I know that sculpture can be created by the removal of material as well as adding. | | I can create a sculpture by gouging away and moulding materials such as clay. | | |
| I know that different colours evoke different feelings, E.g: Blue – calm, orange – energy, red – urgency, yellow – happiness. | | I can successfully use shade to create mood and feeling. | | |
| AUTUMN ASSESSMENT STATEMENTS | | | **AUTUMN VOCABULARY** | |
| Emerging | Expected | Exceeding | Water colour / Powder Paint / Poster Paint  Primary Colours  Secondary Colours  Complimentary colours  Tint / shade  Colour blocking  Texture  Wash  Textural effects | |
| I can identify the techniques used by different artists.  I can use a range of brushes to create different effects in painting. | I can experiment with styles used by other artists.  I can show reflections in my art. | I can research the work of an artist and use their work to replicate a style.  I can explore how to apply paint with increasing control. |
| **AUTUMN IMPACT ARE % GD %** | | | | |
| <https://wizzley.com/claude-monet-a-french-impressionist-paints-the-river-thames/>  <https://artsycraftsymom.com/art-appreciation-10-claude-monet-art-projects-for-kids/>  https://www.ducksters.com/biography/artists/claude\_monet.php | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| SPRING ASSESSMENT STATEMENTS | | | **SPRING VOCABULARY** | |
| Emerging | Expected | Exceeding | Relief / Impressed  Carv  Mono print  Additive / Subtractive  Mixed media  Lino print  Rubbing | |
| I understand that sculpture can be created by the removal of material as well as adding. | I can sculpt clay and other mouldable materials. | I can create negative imagery by gouging away and moulding materials such as clay and Modroc. |
| **SPRING IMPACT ARE % GD %** | | | | |
| SUMMER ASSESSMENT STATEMENTS | | | **SUMMER VOCABULARY** | |
| Emerging | Expected | Exceeding | Shade  Line  Tone  3d / 2d  Perspective  Blend  Dark / light  Light source / Direction of light  Focal Point  Horizon  Perspective | |
| I can use different grades of pencil to shade and to show different tones and textures.  I can show facial expressions in my art. | I can use line, tone, shape and colour to represent figure and forms in movement.  I can show facial expressions and body language in sketches and paintings. | I can successfully use shade to create mood and feeling.  I can express emotion in my artwork. |
| **SUMMER IMPACT ARE % GD %** | | | | |
| <https://www.ncm.org.uk/collections/paintings-and-pictures>  <https://museumcrush.org/the-new-art-gallery-that-celebrates-the-art-of-coal-mining/>  <https://artofmining.com/>  <https://onlineartlessons.com/tutorial/5-easy-ways-to-convey-emotion-in-your-artwork/> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| Year 5- Cycle A | | | | |
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| **Knowledge (I know therefore…)** | | **Skills (…I can)** | | |
| I know how to create different tones. | | I can use black, white and grey paint to create different tones. | | |
| I know that the detail that is scored into a printing block will appear white and the rest will take on the colour applied. | | I can over print to create different patterns. | | |
| I know how to adapt images in an IT programme. | | I can use images which I have created, scanned and found: altering them where necessary to create art. | | |
| **AUTUMN ASSESSMENT STATEMENTS** | | | **AUTUMN VOCABULARY** | |
| Emerging | Expected | Exceeding | Complementary colours  Pigment  Shade  Hue  Gradient  Palette  Primary colours | |
| I can experiment with the styles used by other artists.  I can mix graduations of colour. E.g. Dark green to light green by adding the appropriate amount of pigment. | I can research the work of an artist and use their work to replicate a style.  I can use black, white and grey paint to create different tones. | I can explain the style of my work and how it has been influenced by a famous artist.  I am able to mix any colour of paint that I need. |
| AUTUMN IMPACT **ARE % GD %** | | | | |
| <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-henri-rousseaus-surprised/zrdyd6f> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| **SPRING ASSESSMENT STATEMENTS** | | | **SPRING VOCABULARY** | |
| Emerging | Expected | Exceeding | 3 dimensional (3d) Chip  Chiselled  Carved  Cast  Relief  Texture  Score  Scrape | |
| I can plan, design and make models from observation and imagination.  I can use natural and manmade materials to create a sculpture. | I can create a sculpture using specific materials to create the effect that I want.  I am aware of negative imagery by gouging away and moulding materials. | I can plan a sculpture through drawings and other preparatory work.  I can use precision when cutting and layering materials. |
| SPRING IMPACT **ARE % GD %** | | | | |
| **SUMMER ASSESSMENT STATEMENTS** | | | **SUMMER VOCABULARY** | |
| Emerging | Expected | Exceeding | Relief / Impressed  Carv  Mono print  Additive / Subtractive  Mixed media  Lino print  Rubbing  Embroider  Positive / negative spaces | |
| I can print onto different materials using at least four colours.  I can integrate my digital images into my art. | I can create an accurate print design following criteria.  I can use images which I have created, scanned and found: altering them where necessary to create art. | I can over print to create different patterns.  I can use a range of e-resources to create art. |
| SUMMER IMPACT **ARE % GD %** | | | | |
|  | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| Year 6 – Cycle A | | | | |
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| **Knowledge (I know therefore…)** | | **Skills (…I can)** | | |
| *I know that Scale* refers to the size of an object (a whole) in relationship to another object (another whole). | | I can draw objects to an appropriate scale. | | |
| I know that proportion tells us about a portion or part in relation to a whole. | | I can draw objects in proportion to each other. | | |
| I know how to import an image into a graphics package. | | I can combine a selection of images using digital technology considering colour, size and rotation. | | |
| **AUTUMN ASSESSMENT STATEMENTS** | | | **AUTUMN VOCABULARY** | |
| Emerging | Expected | Exceeding | Perspective: foreground, middle ground & background  Composition  Close up / distance  Viewing frame  Scale  Tones  Contrast  Media / medium  Portrait | |
| I can draw for a sustained period of time at an appropriate level.  My work is yet to show an awareness of composition, scale and proportion | I can use viewing frames to focus on detail.  I can work in a sustained and independent way to create a detailed drawing.  My work is beginning to show an awareness of composition, scale and proportion. | I have developed my own style using tonal contrast and mixed media.  My work shows an awareness of composition, scale and proportion through foreground, middle ground and background. |
| AUTUMN IMPACT **ARE % GD %** | | | | |
| <http://www.artsmudge.com/blog/2012/05/how-to-draw-proportional-self-portraits-with-kids>  <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-draw-self-portrait/z6ytscw>  <http://everyonecandraw.net/Portraits%20mix%20and%20match%20sheets.html>  <https://www.twinkl.co.uk/resource/t2-a-004-how-to-draw-a-face> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| **SPRING ASSESSMENT STATEMENTS** | | | **SPRING VOCABULARY** | |
| Emerging | Expected | Exceeding | Scale  Composition  Proportion  View Finder  Shade  Hatch  Tonal Contrast  Form | |
| I can research the work of an artist and use their work to replicate a style.  I can demonstrate the illusion of depth using tone. | I can explain the style of my work and how it has been influenced by a famous artist.  I can demonstrate the illusion of depth using line, colour and shape. | I can use feedback to make amendments and improvements to my artwork.  I can explain why I have chosen specific techniques to create my art. |
| SPRING IMPACT **ARE % GD %** | | | | |
| **SUMMER ASSESSMENT STATEMENT** | | | **SUMMER VOCABULARY** | |
| Emerging | Expected | Exceeding | Import  Save  Copy / paste  Timeline  Layer  Scan  Retrieve  Pixels  Inverse | |
| I can record, collect and store visual information using digital cameras and video recorders.  I can present recorded visual images using software e.g. Photostory and PowerPoint. | I can import an image (scanned, retrieved, taken) into a graphics package.  I understand that a digital image is created by layering.  I can create layered images from original ideas (sketch books etc.) | I can use a graphics package to create and manipulate new images.  I can combine a selection of images using digital technology considering colour, size and rotation. |
| SUMMER IMPACT **ARE % GD %** | | | | |
|  | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| Year 1- Cycle B | | | | |
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| **Knowledge (I know therefore…)** | | **Skills (…I can)** | | |
| I know the works of some famous artists. | | I can describe what I can see and give an opinion about the work of the artist | | |
| I know how to show my ideas through art. | | I can ask questions about a piece of art. | | |
| I know how different materials look and feel. | | I can choose materials to suit my needs and ideas | | |
| **AUTUMN ASSESSMENT STATEMENTS** | | | **AUTUMN VOCABULARY** | |
| Emerging | Expected | Exceeding | Water colour  Oil painting  Pallet  Oil pastels  Chalk pastel  Blend  Smudge  Blot  Portrait / Landscape | |
| I can talk about what I think or feel about my own work and that of others.  I am beginning to develop an awareness of textures and tones in natural and man-made objects. | I can say what I think and feel about my own and others' work, including artists, designers and craftspeople.  I can use a range of resources to reproduce textures, E.g feathers and fur. | I can comment on similarities and differences in my own and others' work, including artists, designers and craftspeople.  I carefully add detail to show textures and tones in my drawings. |
| **AUTUMN IMPACT ARE % GD %** | | | | |
| **Helpful resources and web links:**  <https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.primaryresources.co.uk%2Ffoundation%2Fdocs%2Flesson_animalprints.doc>  <https://feltmagnet.com/crafts/Learning-Patterns-and-Texture-through-Animals---A-Childrens-Art-Project>  <https://www.tate.org.uk/art/teaching-resource/animals-art> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| **SPRING ASSESSMENT STATEMENTS** | | | **SPRING VOCABULARY** | |
| Emerging | Expected | Exceeding | Sketch  Shade / hash  Light / dark  Bright / dark  Thick / thin  Straight / curved / feathered  Hard / soft  Repeat  Margin  Tear / scrunch / curl / overlap / coil  Fold / concertina  Score | |
| I am beginning to use a sketchbook to explore ideas.  I can cut and tear materials. | I can use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space.  I can cut, tear and layer materials with some accuracy. | I cancollect visual and other information to help me to develop my ideas for example, in a sketchbook, using line, colour, pattern, texture, shape and space.    I can produce a range of effects by scrunching, curling and shaping paper. |
| **SPRING IMPACT ARE % GD %** | | | | |
| **Helpful resources and web links:**  <https://craftwhack.com/sketchbook-ideas-tips/>  <https://www.accessart.org.uk/sketchbooks-good-teaching-practice/>  <https://kinderart.com/art-lessons/sculpture/cool-collage-ideas/> | | | **Pupils Not Meeting Target** | **Actions to address...** |
|  |  |
| **SUMMER ASSESSMENT STATEMENTS** | | | **SUMMER VOCABULARY** | |
| Emerging | Expected | Exceeding | Pallet  Stir  Primary colours  Secondary colours  Block colour  Bold / transparent  Thick brush / thin brush  Light / pale / dark  Powder paint  Poster paint | |
| I can use a range of materials in my work.  I can apply paint in a controlled manner. | I can investigate and use a range of materials to show my ideas in both 2D and 3D.  I can mix paint in a range of colours and describe them using appropriate vocabulary. | I am beginning to investigate shape, form and texture in materials to create a 3D model.  I can name the primary and secondary colours. |
| **SUMMER IMPACT ARE % GD %** | | | | |
| **Helpful resources and web links:**  <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-using-different-painting-techniques-for-effect/z7h76v4>  <https://www.twinkl.co.uk/resource/t-a-066-colour-mixing-activity-sheet>  <https://www.twinkl.co.uk/resource/t-t-2544655-colour-mixing-song-song-powerpoint> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| Year 2 Cycle B | | | | |
|  | | | | |
| **Knowledge (I know therefore…)** | | **Skills (…I can)** | | |
| I know that **Giuseppe Arcimboldo uses fruit and vegetables to create pieces of art.** | | I can create a piece of art in response to the work of another artist. | | |
| I know that different pencils create different shades. | | I can choose and use three different grades of pencil when drawing. | | |
| I know how to use my thumb to make a thumb pot. | | I can make a clay pot. | | |
| **AUTUMN ASSESSMENT STATEMENTS** | | | **AUTUMN VOCABULARY** | |
| Emerging | Expected | Exceeding | Shade  Smudge  Hash  Pressure  Press on hard / lightly  Foreground  Middle ground  Background  Dark / light / pale | |
| I can create a piece of art in response to the work of another artist.  I can use pencils to create lines of different thicknesses in drawings.  I can create moods in artwork. | I can compare my artwork with the work of famous artists.  I can choose and use three different grades of pencil when drawing.  I can use charcoal, pencil and pastel to create art | I can compare the artwork of different artists.  I can use different grades of pencil to shade and to show different tones and textures.  I can use sketches to produce a final piece of art. |
| **AUTUMN IMPACT ARE % GD %** | | | | |
| <https://www.creativeartcourses.org/best-pencils-for-drawing-and-sketching/>  <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-using-different-painting-techniques-for-effect/z7h76v4>  <https://www.twinkl.co.uk/resource/t-a-066-colour-mixing-activity-sheet>  <https://www.twinkl.co.uk/resource/t-t-2544655-colour-mixing-song-song-powerpoint> | | | **Pupils Not Meeting Target** | **Actions to address…** |
|  |  |
| **SPRING ASSESSMENT STATEMENTS** | | | **SPRING VOCABULARY** | |
| Emerging | Expected | Exceeding | Thumb pot  Slip  Hash  Score  Natural / man made  Scrunch / fold  Curl / coil  Tear  Overlap | |
| I can experiment with, construct and join recycled, natural and man-made materials.  I can produce a 3d representational object using a range of resources. | I can produce a range of effects by scrunching, curling and shaping paper.  I can make a clay pot. | I can use different kinds of materials and explain why I have chosen them.  I can join 2 clay finger pots together. |
| **SPRING IMPACT ARE % GD %** | | | | |
| **SUMMER ASSESSMENT STATEMENTS** | | | **SUMMER VOCABULARY** | |
| **Emerging** | **Expected** | **Exceeding** | Tone  Shade  Tint  Colour spectrum  Colour Wheel  Mix / mixing  layering | |
| I can name the primary and secondary colours.  I can mix usable paint in a range of colours. | I can mix paint to create all the secondary colours.  I can describe colours using appropriate vocabulary (pale, dark, light). | I can make a colour wheel.  I can mix a brown paint.  I can create tints with paint by adding white.  I can create tones with paint by adding black. |
| **SUMMER IMPACT ARE % GD %** | | | | |
| <https://onlineartlessons.com/tutorial/the-color-wheel/>  <https://www.tes.com/teaching-resource/the-colour-wheel-6144483> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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|  | | | | |
| Year 3- Cycle B | | | | |
|  | | | | |
| **Knowledge (I know therefore…)** | | **Skills (…I can)** | | |
| I know how to upload a photo or an image from the internet into an IT editing programme. | | I can use IT to create art which includes my own work and that of others. | | |
| I know that larger paint brushes should be used to block in large areas of colour and fine brushes should be used for small areas and to add detail. | | I can explore how to apply paint with increasing control. | | |
| I know how to use different objects to create a print. (fruit / veg/ screw heads/ corks/ sponges/ leaves etc) | | I can use different materials to print. | | |
| AUTUMN ASSESSMENT STATEMENTS | | | **AUTUMN VOCABULARY** | |
| **Emerging** | **Expected** | **Exceeding** | Source  Save  Retrieve  Copy  Paste  Gouge / scrape  Manipulate  Crosshatch  Slip  Gouge  Scrape / scribe | |
| I can use different effects within an IT paint package.  I can produce recognisable 3D representations using a range of resources. | I can use IT to create art which includes my own work and that of others.  I can use digital images and combine with other media in my art.  I practice different joining techniques when I am using clay and other malleable materials. | I can use digital images and combine them with other media in my artwork.  I understand that sculpture can be created by the removal of material as well as adding.  I can use gouging and scraping techniques to add detail. |
| **AUTUMN IMPACT ARE % GD %** | | | | |
| <https://www.twinkl.co.uk/resource/t2-h-441-stone-age-craft-ideas>  <https://www.twinkl.co.uk/search?term=stone+age+art>  <https://www.bing.com/search?q=stone+age+cave+paintings+video+for+children&form=EDGEAR&qs=AS&cvid=c73287a7bdf64be0a3b5d8008c75af8d&cc=GB&setlang=en-GB&plvar=0> | | | **Pupils Not Meeting Target** | **Actions to address…** |
|  |  |
| SPRING ASSESSMENT STATEMENTS | | | **SPRING VOCABULARY** | |
| **Emerging** | **Expected** | **Exceeding** | Tone  Shade  Tint  Colour spectrum  Colour Wheel  Mix / mixing  layering | |
| I can mix paint to create all the secondary colours.  I can describe colours using appropriate vocabulary (pale, dark, light). | I can make a colour wheel.  I can mix a brown paint.  I can create tints with paint by adding white.  I can create tones with paint by adding black. | I can explain some of the features of art from historical periods.  I can mix graduations of colour e.g. dark green to light green by adding the appropriate amount of pigment.  I can explore how to apply paint with increasing control.  I can use different types of paint for different effects. |
| **SPRING IMPACT ARE % GD %** | | | | |
| SUMMER ASSESSMENT STATEMENTS | | | **SUMMER VOCABULARY** | |
| **Emerging** | **Expected** | **Exceeding** | Relief/ Impressed  Carv  Mono print  Mixed media  Lino porint  Rubbing | |
| I can use different kinds of materials and explain why they have chosen them. | I can use different materials to print.  I can investigate how artists have used print. | I can produce a print block to make repeating layers of pattern.  I investigate and evaluate patterns. |
| **SUMMER IMPACT ARE % GD %** | | | | |
| <https://www.twinkl.co.uk/resource/t2-a-105-new-william-morris-powerpoint>  <https://wmgallery.org.uk/media/_file/learning/Final_pattern_Scheme_of_work_pages_1-46_without_power_point_28-09-13.pdf>  <https://www.tes.com/teaching-resource/8-weeks-of-art-planning-on-william-morris-6344772> | | | **Pupils Not Meeting Target** | **Actions to address…** |
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| Year 4- Cycle B | | | | |
|  | | | | |
| **Knowledge (I know therefore…)** | | **Skills (…I can)** | | |
| I know that clay must be moist to be able to mould and manipulate it without it crumbling. | | I can secure work to continue later. | | |
| I know which colours to combine to mix primary and secondary colours. | | I can mix colours, shades and tones with confidence. | | |
| I know that eyes, mouths and cheeks change shape with different emotions. | | I can show facial expressions and body language in sketches and paintings. | | |
| AUTUMN ASSESSMENT STATEMENTS | | | **AUTUMN VOCABULARY** | |
| Emerging | Expected | Exceeding | 3 dimensional (3d)  Chiselled  Carved  Cast  Relief  Texture  Score  Scrape  Glaze  Kiln  Impress  Hash / cross hatch  Blend  Manipulate  Slip | |
| I can use IT to create art which includes my own work and that of others (E.g Using the internet).  I can use digital images and combine with other media in my art.  I can take photographs and explain their creative vision.  I can produce 3d clay work.  With assistance I can secure my work to continue later.  I can join 2 pieces of clay together successfully.  I understand that sculpture can be created by the removal of material as well as adding. | I can create a piece of art which includes integrating a digital image that I have taken.  I can take a photo from an unusual or thought-provoking angle and explain my creative vision.  I can make a slip to join 2 pieces of clay.  I can decorate, coil and produce marquette's (mini sculptures) confidently.  I can secure work to continue later. | I can scan an image or use a digital photo and use software to alter and adapt them to create work with meaning.  I can compose a photo with thought for textual qualities including light and shade.  I can explain the difference between painting, glazing and polishing clay work.  I can combine the techniques of pinching, slabbing and coiling to produce a finished piece of clay work.  I can create negative imagery by gouging away and moulding materials such as clay. |
| **AUTUMN IMPACT ARE % GD %** | | | | |
| <https://wizzley.com/claude-monet-a-french-impressionist-paints-the-river-thames/>  <https://artsycraftsymom.com/art-appreciation-10-claude-monet-art-projects-for-kids/>  <https://www.ducksters.com/biography/artists/claude_monet.php> | | | **Pupils Not Meeting Target** | **Actions to address…** |
|  |  |
| SPRING ASSESSMENT STATEMENTS | | | **SPRING VOCABULARY** | |
| Emerging | Expected | Exceeding | Tone / tonal contrast / dark / light / pale / vivid / strong / pigment  Wash  Effects  Texture  Blocking  Light / light source / dark / shadow  Stiff brush / soft brush / fine / thick / broad brushes | |
| I can mix paint colours and tones with increasing confidence.  I can create a background using a wash.  I can use a range of brushes to experiment with different effects and textures including blocking in colour, washes and thickened paint.  I can show facial expressions in my art. | I can mix colours, shades and tones with confidence.  I can confidently control the types of marks made using a range of brushes to create different effects, including blocking in colour, washes and thickened paint.  I use light and dark in paintings to show an understanding of complimentary colours.  I can adopt the style of an artist without copying.  I can show facial expressions and body language in sketches and paintings. | I can mix colours, shades and tones with confidence, building on previous knowledge.  I can mix and match colours to create atmosphere.  I have developed my own style using tonal contrasts and mixed media.  I can express emotion in my artwork. |
| **SPRING IMPACT ARE % GD %** | | | | |
| SUMMER ASSESSMENT STATEMENTS | | | **SUMMER VOCABULARY** | |
| Emerging | Expected | Exceeding |  | |
|  |  |  |
| **SUMMER IMPACT ARE % GD %** | | | | |
| <https://www.ncm.org.uk/collections/paintings-and-pictures>  <https://museumcrush.org/the-new-art-gallery-that-celebrates-the-art-of-coal-mining/>  <https://artofmining.com/>  <https://onlineartlessons.com/tutorial/5-easy-ways-to-convey-emotion-in-your-artwork/>  [A Quick Guide to Drawing 6 Facial Expressions that 'Wow' (artistsnetwork.com)](https://www.artistsnetwork.com/art-mediums/drawing/draw-facial-expressions-quick-guide/) | | | **Pupils Not Meeting Target** | **Actions to address…** |
|  |  |