

# Oak Meadow Primary School

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## Policy: Art

*From tiny acorns mighty oaks grow.*

|                |  |
|----------------|--|
| Approval Date: |  |
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## **Curriculum Statement – Art**

### **Intent**

At Oak Meadow, we value art as an important part of pupils' entitlement to a broad and balanced curriculum and it is our intent to offer high-quality art lessons that inspire and challenge. Our principal aim is to ensure that children flourish individually and develop the skills and knowledge to enable them to create their own works of art that express their individual ideas, interests and thoughts. We encourage children to communicate what they see, feel and think through the use of colour, texture, form and pattern using different materials and processes. To develop their knowledge, children will be introduced to a range of works from famous artists and will be exposed to the different styles the artists use. Through a Creative Curriculum, art at Oak Meadow enables children to develop knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development. Pupils will learn about the role of art, exploring the impact it has had on contemporary life as well as on different periods and cultures. Using a range of media and materials, pupils will learn the skills of drawing, painting, printing, collage, textiles, sculpting and digital art; giving children the opportunity to explore, assess and evaluate a wide variety of creative ideas. Pupils are expected to reflect, critique and evaluate their work, thinking about how they can make changes in order to continuously improve. Pupils are encouraged to experiment creatively, be resourceful and take risks, then reflect on how successful their ideas and techniques are for a particular project. Through art, we seek to inspire in children a curiosity and fascination about art around the world which will remain with them for the rest of their lives and also promote an understanding of diversity through their art lessons.

### **Implementation**

At Oak Meadow, we use a variety of teaching and learning styles to deliver art and design lessons. In accordance with Oak Meadow's Creative Curriculum, we implement an enriched curriculum where children are taught to apply their art skills as they explore termly topics in greater depth. Teachers have identified the key knowledge and skills for each topic and consideration has been given to ensure progression across topics so that children can achieve a deep understanding of art as they journey through the school. At the beginning of each topic, children are able to convey and demonstrate the skills they already have and identify how they can build upon, master and extend these prior skills. This ensures that lessons take account of each child's individual starting points. Pupils of all abilities are given the opportunity to reach their full potential. Teachers also take into consideration the provision for how greater depth will be taught to ensure pupils are provided with suitable challenge. At Oak Meadow, we ensure that the act of investigating and creating includes exploring and developing ideas, as well as evaluating work. We do this through a mixture of whole-class teaching and individual or group activities. We give children the opportunity to work by themselves and in collaboration with others. The intended learning outcomes (WALTs) are clear and the pupils have a means to measure their work against this. We ensure that work is reflected upon and evidence is shown through age-related verbal and written self-assessments. Outcomes are recorded in sketch books and displayed in classrooms and around school. Children also have the opportunity to use a wide range of materials and resources, including ICT (Information, Communication and Technology). Opportunities for children's learning is further enhanced with planned whole school art weeks throughout the year where the children work collaboratively within year groups and across Key Stages to explore the different styles and techniques of a range of artists. At Oak Meadow, in accordance with the National Curriculum's expectations, we provide a range of

extra-curricular activities for art, with after school clubs running for both KS1, Lower KS2 and Upper KS2. Furthermore, at Oak Meadow, we have enlisted the support of a team of Art Ambassadors who have been appointed due to their mastery of creative and artistic skills to assist and promote art throughout the school.

### **Impact**

Our art curriculum is high quality and evidenced throughout the school environment demonstrating children's acquisition of key knowledge, skills and techniques. As they advance through the school, pupils develop a deep knowledge, understanding and appreciation of art and the work of great artists. They increase their confidence in using a range of materials, tools and art mediums. Pupils are keen to learn new skills, work hard and perfect their repertoire of skills to be the best that they can be. Children gain an appreciation of how art can help them to express themselves and help them to control their emotions. Children are able to apply their art skills to cross-curricular subjects. They use art to develop a sense of the diverse world in which they live and understand how cultures can be connected through art. Children achieve age related expectations in art at the end of their cohort year and retain knowledge about their focus artists for each unit of work.

### **Skills Progression**

Teachers have identified the key knowledge and skills to be taught in each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 for KS1, Appendix 2 for Lower KS2 and Appendix 3 for Upper KS2 art skills progression.

### **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by the following strategies:

- Observing children's work in art, individually, in pairs, in groups and in class during whole class teaching.
- Recording of the progress made by children against the learning objectives for each lesson with agreed success criteria.
- Using differentiated, open-ended questions that require children to explain and deepen their understanding.
- Providing effective feedback, both written and verbal, to engage children with their learning and to provide opportunities for self-assessment, consolidation and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Encouraging children to assess and evaluate both their own work and that of other pupils to appreciate how they can improve their performance and set their targets for the future.
- At the end of each topic, the acquisition of skills are evidenced by the class teacher on a foundation subject tracker.
- Formally reporting each child's attainment and progress in art to parents at the end of the year in the child's end of year report.

## **Early Years**

In the Early Years, pupils explore art themes and content through the Expressive Arts and Design strand of the EYFS curriculum. We follow the Development Matters Early Years Curriculum which supports children in acquiring a succession of stepping stones that will enable them to achieve their Early Learning Goals. The children have the opportunity to use a wide variety of art resources in their learning such as paints, pastels and pencils, which support their mark-marking and fine motor skills.

## **Cross – Curricular Links**

At Oak Meadow, cross-curricular art links include:

- Using mathematical ideas of shape and space. For example, creating visual representations of patterns and sequences, repeating patterns when printing and in creative ways such as mosaics, symmetrical designs and tessellating shapes.
- Enabling pupils to look at an artist's work and describe the mood of the piece of artwork and how the work makes them feel in English lessons.
- Researching artists who are also known for being innovators of science, such as Da Vinci, in Science.
- Developing art and design skills that show form and perspective when accurately drawing 2D shapes and 3D shapes in Design and Technology.
- Sketching geographical locations to support children's work on landscape painting in Geography.
- In History, sketching historical figures or designing and creating their own historical artefacts using media such as clay.
- Enabling spiritual development through Religious Education, using art as a medium to express emotions as well as exploring themed days that celebrate the festivals of different cultures within our community.
- Inspiring pupils to create compositions in Music.
- Developing digital skills through ICT topics such as Digital Artistry and Digital Presenter.
- Exploring concepts of who they are and how they feel in order to express themselves, explore their emotions and their own individual uniqueness in PSHE.

## **SMSC Development**

Spiritual education in art inspires awe, wonder and excitement at the beauty of art and provides children with the opportunity to communicate their ideas, meanings and feelings through art. Moral education in art provides opportunities for children to empathise with different cultures, faiths and ethnic backgrounds and consider how artists represent moral issues through their work. Social education in art is developed as children collaborate to create pieces of work together ensuring that they respect each other's ideas and opinions when talking about pieces of art. Cultural education in art involves reflecting on the ways in which cultures are represented in art, understanding the ideas behind the art in different cultural contexts.

## **Diversity**

Through art, children learn about the diversity of national, regional, religious and ethnic identities in the 21<sup>st</sup> century; teachers encourage pupils to think about spiritual, moral, social and cultural issues, problems and events and to use their imagination to consider other people's experiences.

## **Planning and Resources**

Art resources are stored centrally in the Art Resource Area and are clearly labelled. The library contains an extensive supply of art related topic books to support children's individual research. Children can also use ICT resources, to replicate the work of modern artists (such as Laura Williams). In addition to this, class teachers develop displays where a wide variety of artwork is displayed. Planning is uploaded at the start of each new topic by class teachers and monitored to ensure curriculum coverage by the subject leader. Teachers identify the key knowledge and vocabulary to be taught, as well as the skills that are to be developed across each topic.

## **Subject Essentials**

Each term children will have completed all objectives linked to their art topic. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in sketch books and displayed in classrooms and around school, which may include a variety of recording methods such as QR codes, photographs etc. All work will be marked and children will be expected to have spelt key art vocabulary accurately. The work produced in all foundation subjects will be expected to be of the same quality as that presented in core curriculum lessons. All work is assessed and progress and attainment will be recorded on the year group's foundation subject tracker.

## **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of art.
- To ensure the progression of key knowledge and skills identified within each unit so that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of art.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the art curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the art curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the art curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

## **Equal Opportunities**

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

## **Inclusion**

All pupils are entitled to access the art curriculum at a level appropriate to their needs. Independent tasks, as well as teaching, are also well adapted to ensure full accessibility, as

well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Teaching takes account of children's own interests to ensure topic relevance.

### **Role of the Governors**

Governors are responsible for ensuring the effective delivery of the National Curriculum in art. The subject leader will ensure that the Governing Body is kept up to date with the actions and initiatives which are relevant to the subject. Action plans are provided to the governors each year and the governors meet with subject leaders and provide link governor reports to the governing body annually.

### **Health and Safety**

The curriculum will be delivered in a safe and healthy manner; every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.

## EYFS Skills Progression

### Art

|              |                            |   |   |
|--------------|----------------------------|---|---|
| 30-50 months | Expressive Arts and Design | Exploring & Using Media & Materials     | <ul style="list-style-type: none"> <li>To explore colour and how colours can be changed.</li> <li>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</li> <li>To begin to be interested in and describe the texture of things.</li> </ul>  |
|              |                            | Being Imaginative                       | <ul style="list-style-type: none"> <li>To develop a preference for forms of expression.</li> <li>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>   |
| 40-60 months | Expressive Arts and Design | Exploring and Using Media and Materials | <ul style="list-style-type: none"> <li>To explore what happens when they mix colours.</li> <li>To experiment to create different textures.</li> <li>To understand that different media can be combined to create new effects.</li> <li>To manipulate materials to achieve a planned effect.</li> <li>To construct with a purpose in mind, using a variety of resources.</li> <li>To use simple tools and techniques competently and appropriately.</li> <li>To select the appropriate resources and adapt work where necessary.</li> <li>To select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> |
|              |                            | Being Imaginative                       | <ul style="list-style-type: none"> <li>To create simple representations of events, people and objects.</li> <li>To choose particular colours to use for a purpose.</li> </ul>   |

|     |                            |   |   |
|-----|----------------------------|---|---|
| ELG | Expressive Arts and Design | Exploring and Using Media and Materials | <ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>  |
|     |                            | Being Imaginative                       | <ul style="list-style-type: none"> <li>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul> |

# Oak Meadow Skills Progression

## Key Stage 1

### Subject Area: Art



| National Curriculum Objectives |          | <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>  |   |
|--------------------------------|----------|--|---|
|                                |          | Year 1   | Year 2  |
| Skills and Techniques          | Drawing  | <ul style="list-style-type: none"> <li>• Can create symbols and scribble patterns.</li> <li>• Can use texture when drawing (e.g. brick rubbings).</li> <li>• Can consolidate fine motor control using different pencils.</li> <li>• Can move towards solid infilling with colour pencils.</li> <li>• Can observe and draw landscapes.</li> <li>• Can observe anatomy to draw faces and limbs.</li> <li>• Can begin to use pastels in different ways, mixing and hatching.</li> <li>• Can begin to shape drawing correctly.</li> <li>• Can begin to scale drawing correctly (e.g. relative sizes in a composition).</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Can show increasing pencil control (e.g. can draw selected detail).</li> <li>• Can produce a growing range of patterns and textures with a single pencil.</li> <li>• Can use a range of tones using a single pencil.</li> <li>• Can work from direct observation and imagination.</li> <li>• Can use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.</li> <li>• Can solidly infill shapes using colour pencils, pastels etc.</li> <li>• Can use soft pastels competently.</li> <li>• Can begin to experiment with oil pastels.</li> <li>• Can discuss the use of shadows and the use of light and dark.</li> </ul> |
|                                | Painting | <ul style="list-style-type: none"> <li>• Can name all the colours.</li> <li>• Can mix primary colours.</li> <li>• Can begin to use black and white to create tints and tones.</li> <li>• Can create a range of marks with a paintbrush.</li> <li>• Can create texture using colour and different thicknesses of paint.</li> <li>• Can work from direct observation and imagination.</li> </ul>   | <ul style="list-style-type: none"> <li>• Can mix a range of colours (e.g. secondary).</li> <li>• Can share colour charts to compare variations of the same colour.</li> <li>• Can make as many tones of one colour as possible using white.</li> <li>• Can darken colours without using black.</li> <li>• Can create and experiment with shades of colour.</li> <li>• Can recognise warm and cold colours.</li> <li>• Can create washes to form backgrounds.</li> <li>• Can begin to explore the relationship between colour and moods/feelings – red – angry/fire, blue – calm/seaside.</li> <li>• Can work in different consistencies.</li> </ul>   |

|  |                  |   |   |
|--|------------------|---|---|
|  |                  |   | <ul style="list-style-type: none"> <li>• Can use the brush to create a wide range of marks.</li> </ul>  |
|  | <b>Collage</b>   | <ul style="list-style-type: none"> <li>• Can impress and apply simple decoration.</li> <li>• Can use glue and paste carefully.</li> <li>• Can cut shapes using scissors.</li> </ul>   | <ul style="list-style-type: none"> <li>• Can cut a variety of shapes to complete a composition.</li> <li>• Can develop tearing, cutting and layering paper to create different effects.</li> <li>• Can investigate texture with paper e.g. scrunching and screwing paper up to create a composition.</li> <li>• Can use a range of decorative techniques.</li> </ul>  |
|  | <b>Sculpture</b> | <ul style="list-style-type: none"> <li>• Can join using modelling media.</li> <li>• Can use techniques such as pinching, rolling, twisting, scratching and coiling when working with moldable materials (e.g. clay, plasticine and doughs etc.) and add details and textures using tools.</li> <li>• Can build a construction/sculpture from a variety of objects.</li> <li>• Can carve into media using tools.</li> <li>• Can use appropriate language to describe tools, media, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Can use equipment in a correct and safe way.</li> <li>• Can join with confidence.</li> <li>• Can use range of decorative techniques: applied, impressed, painted, etc.</li> <li>• Can use simple tools for shaping, mark making, etc.</li> <li>• Can construct from found junk materials.</li> <li>• Can replicate patterns and textures in a 3-D form.</li> <li>• Can cover 3D pieces with papier-mâché.</li> <li>• Can look at the work of sculptors as starting points for own work.</li> </ul>                                   |
|  | <b>Printing</b>  | <ul style="list-style-type: none"> <li>• Can take a rubbing showing a range of textures and patterns.</li> <li>• Can take a print from object: leaf, hand, onion, etc.</li> <li>• Can develop simple patterns by using objects: vegetables, leaves, etc.</li> <li>• Can produce simple pictures by printing objects.</li> <li>• Can finger print, sponge print, block print to form patterns experimenting with the amount of paint applied and develop control.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Can create patterns and pictures by printing from objects using more than one colour.</li> <li>• Can develop controlled printing against outline /within cut out shapes.</li> <li>• Can develop impressed images with some detail.</li> <li>• Can use relief printing.</li> <li>• Can produce clean printed image.</li> <li>• Can identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</li> <li>• Can experiment with marbling, investigating how ink floats and changes with movement.</li> </ul> |

# Oak Meadow Skills Progression

## Lower Key Stage 2

### Subject Area: Art



| National Curriculum Objectives |          | Pupils should be taught to: <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>   |  |
|--------------------------------|----------|--|--|
|                                |          | Year 3   | Year 4   |
| Skills and Techniques          | Drawing  | <ul style="list-style-type: none"> <li>• Can control a pencil with increasing confidence.</li> <li>• Can include increased detail within work.</li> <li>• Can experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc. (looking closely at the type of line to fit the form).</li> <li>• Can create texture through rubbings and creating surface patterns with pencils (focus on different textures).</li> <li>• Can use tracing.</li> <li>• Can draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</li> <li>• Can accurately draw people – particularly faces.</li> <li>• Can use my initial sketches as a preparation for painting.</li> </ul> | <ul style="list-style-type: none"> <li>• Can experiment with different tones using graded pencils.</li> <li>• Can solidify infill shapes with coloured pencils and can produce a range of tones with each.</li> <li>• Can express different feelings through drawing.</li> <li>• Can identify and draw the effect of light.</li> <li>• Can draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</li> <li>• Can accurately draw whole people including proportion and placement.</li> <li>• Can draw to the correct scale and proportion.</li> </ul> |
|                                | Painting | <ul style="list-style-type: none"> <li>• Can use paint and equipment correctly.</li> <li>• Can make a colour wheel.</li> <li>• Can predict colour mixing results with increasing accuracy – referring to the colour wheel.</li> <li>• Can use colour washes to build up thicker layers and paint detail.</li> <li>• Can use a brush to produce marks appropriate for work e.g., teaching how to use dotting, scratching and splashing.</li> <li>• Can work on a range of scales using a variety of brushes. E.g. thin brush on a small picture.</li> <li>• Can begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves).</li> </ul>   | <ul style="list-style-type: none"> <li>• Can use paint and equipment correctly and with increasing confidence.</li> <li>• Can use the colour wheel to mix different shades of the same colour.</li> <li>• Can mix and match colours (create palettes to match images).</li> <li>• Can experiment with watercolour, exploring intensity of colour to develop shades.</li> <li>• Can understand how to use tints and tones - to lighten and darken with the use of black and white.</li> <li>• Can competently work with different consistencies of paint.</li> </ul>            |

|  |                  |  |  |
|--|------------------|--|--|
|  | <b>Collage</b>   | <ul style="list-style-type: none"> <li>• Can use ripping as a technique for collage.</li> </ul>  | <ul style="list-style-type: none"> <li>• Can use the technique of overlaying - building up layers on the surface/colour mixes.</li> </ul>  |
|  | <b>Sculpture</b> | <ul style="list-style-type: none"> <li>• Can shape, form, model and construct from observation.</li> <li>• Can develop confidence working with clay adding greater detail and texture.</li> <li>• Can add colour once clay is dried.</li> <li>• Can use pipe cleaners/wire to create sculptures of human forms.</li> </ul> | <ul style="list-style-type: none"> <li>• Can shape, form, model and construct from imagination</li> <li>• Can use surface patterns/ textures.</li> <li>• Can investigate ways of joining clay - scratch and slip.</li> <li>• Can use 'modroc'.</li> <li>• Can analyse and interpret natural and manmade forms of construction.</li> </ul>  |
|  | <b>Printing</b>  | <ul style="list-style-type: none"> <li>• Can create repeating patterns.</li> <li>• Can create continuous patterns.</li> <li>• Can print two colour overlays.</li> <li>• Can use roller and ink printing using simple block shapes formed by children. E.g. fossil printing.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Can create tessellations patterns.</li> <li>• Can use relief and impressed printing processes.</li> <li>• Can use language appropriate to skill.</li> <li>• Can colour mix blend through overlapping colour prints.</li> <li>• Can use roller and inks and take prints from other objects. (leaves, fabric, corrugated card) to show texture.</li> <li>• Can interpret environmental and manmade patterns.</li> </ul> |

# Oak Meadow Skills Progression

## Upper Key Stage 2

### Subject Area: Art



| National Curriculum Objectives |         | <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>   |   |
|--------------------------------|---------|---|---|
|                                |         | Year 5  | Year 6  |
| Skills and Techniques          | Drawing | <ul style="list-style-type: none"> <li>• Can use a range of pencils (including different grades of pencil).</li> <li>• Can begin to create depth in a composition through the use of very simple perspective.</li> <li>• Can draw the layout of the face and figure.</li> <li>• Can experiment with shading techniques (light/dark – pencil).</li> <li>• Begin to draw the effect of light on objects and people from different directions.</li> <li>• Begin to interpret the texture of a surface.</li> <li>• Can produce increasingly accurate drawings of people.</li> <li>• Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight..</li> </ul> | <ul style="list-style-type: none"> <li>• Can use a range of drawing media (including different grades of pencil, ink, biro, pastel, charcoal etc.)</li> <li>• Can use perspective in their drawing - introduce fore/back and middle ground.</li> <li>• Can draw the layout of the figure in motion.</li> <li>• Can select different techniques for different purposes: shading, smudging etc.</li> <li>• Use first hand observations using different viewpoints, developing more abstract representations.</li> <li>• Can confidently draw the effect of light on objects and people from different directions.</li> <li>• Can confidently interpret the texture of a surface.</li> <li>• Can confidently produce increasingly accurate drawings of people.</li> <li>• Can draw using tonal contrast.</li> <li>• Can consider scale and proportion in compositions i.e. figures and faces, landscapes etc.</li> <li>• Can use mixed media in completed work.</li> </ul> |

|  |           |  |   |
|--|-----------|--|---|
|  | Painting  | <ul style="list-style-type: none"> <li>• Build on previous work with colour by exploring intensity</li> <li>• Can use colours and explore their relationships – eg. hot and cold colours.</li> <li>• Can confidently work from direct observation.</li> <li>• Can begin to use hue, tint, tone, shades and mood.</li> <li>• Can begin to explore the use of texture in colour.</li> <li>• Explore using limited colour palettes.</li> <li>• Mark make with paint (dashes, blocks of colour, strokes, points).</li> </ul> | <ul style="list-style-type: none"> <li>• Can begin to use different kinds of paints (acrylics, watercolour etc.)</li> <li>• Investigate working on canvas experiment with colour in creating an effect.</li> <li>• Develop watercolour techniques.</li> <li>• Develop fine brush strokes.</li> <li>• Can use complementary colours.</li> <li>• Can replicate patterns, colours and textures in their work.</li> <li>• Can confidently work from imagination.</li> <li>• Can confidently use hue, tint, tone, shades and mood.</li> <li>• Can confidently explore the use of texture in colour.</li> <li>• Use colour to express feelings.</li> <li>• Can use mixed media experimentations in their work.</li> <li>• Can paint using a limited palette. E.g. shades of 1 colour only.</li> <li>• Can use perspective in their paintings and compositions.</li> </ul> |
|  | Collage   | <ul style="list-style-type: none"> <li>• Can use the techniques of folding, repeating and overlapping with a variety of different collage mediums.</li> </ul>  | <ul style="list-style-type: none"> <li>• Able to produce more intricate patterns and textures.</li> <li>• Can work directly from imagination with confidence.</li> </ul>  |
|  | Sculpture | <ul style="list-style-type: none"> <li>• Can shape, form, model and join with confidence.</li> <li>• Can work directly from observation with confidence.</li> <li>• Can build a collage element into the sculptural process.</li> <li>• Use objects around us to form sculptures.</li> <li>• Discuss and evaluate own work and that of other sculptors.</li> </ul>   | <ul style="list-style-type: none"> <li>• Able to produce more intricate patterns and textures.</li> <li>• Can work directly from imagination with confidence.</li> <li>• Use wires to create malleable forms.</li> <li>• Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc).</li> <li>• Create human forms showing movement.</li> </ul>  |
|  | Printing  | <ul style="list-style-type: none"> <li>• Can make a two colour print and begin to experiment with additional colours.</li> <li>• Experiment with screen printing (Pop Art).</li> <li>• Create polystyrene printing blocks to use with roller and ink (Andy Warhol).</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore monoprinting.</li> <li>• Can combine prints to produce an end piece.</li> <li>• Can colour mix through overlapping colour prints.</li> <li>• Can produce pictorial and patterned prints.</li> <li>• Introduce fabric block printing.</li> <li>• Can use printing techniques such as tie- dye. Create tie dye pieces combining two colours.</li> </ul>  |

