Willen Primary School Curriculum Mapping Tool – ART including Target Tracker Statements
(also see the separate progression of skills documents for each media type plus the progression of skills using a sketchbook and as an artist)

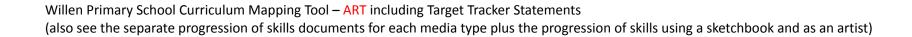


Year Group EYFS	Unit Title	T1 self portrait artists
-----------------	------------	--------------------------

Builds on	pre school	Prepares for	T2 Y1 painting T6

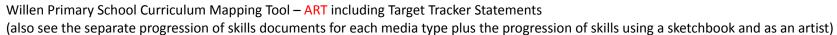
Key vocabulary for all units:

colour, brush, pencil, picture, paint, line, tool, shape, pattern, mix, water pot, paper, fabric, scissors, glue, glue stick, newspaper, apron, pencil, colour names, pattern, press





Year Group	EYFS	Unit Title		T2 Art from different cultures
Builds on	EYFS T1	Draparas fo		Т3
Bullus off	E41-2 1.1	Prepares fo	Jr	13
Key Skills Covered	t		Main	Knowledge Gained
see T1			The a	rtists:
Key vocabulary -	see T1			
Voor Croup	EYFS	Unit Title		T3 Etel Adnan etc
Year Group	1173	Onit ritle		13 Etel Adrian etc
Builds on	T2	Prepares fo	or	T5
	•	-		
V 01:11 0				
Key Skills Covered				Knowledge Gained
See T1	d Design Creating with Materials		The artist Frank Bowling	
	d Design - Creating with Materials			
	s and materials when role playing characters	in thair		
creations	vith others - give cards and gifts and take pride	iii tileli		
chalk fireworks				
colour mixing				
rolling paint				
Diva lamps				
printing				
L			l	

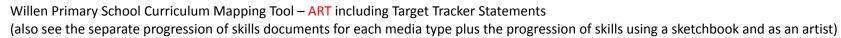




seed art		
junk modelling animal homes		
Christmas decorations and cards		
wrapping paper printing		
Christmas gifts crafts		
Key vocabulary - see T1	•	
chalk, paint, colours, printing,		

Year Group	EYFS	Unit Tit	tle	T4 Raku Inoue Maman	
Builds on	T3	Prepare	es for	Т6	
			NA-:	Va avula das Caisa d	
Key Skills Cover	rea		iviain	Knowledge Gained	
see T1	rea		Iviain	knowledge Gained	
			Iviain	knowledge Gained	

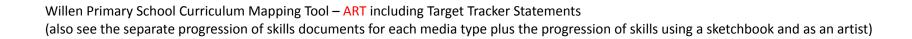
Year Group	EYFS	Unit Title	T5 Sue Dickenson etc





					76 everyon
Builds on	T5	Pr	repares for	Y1	
Key Skills Covere	-d		Main	Knowledge Gained	
see T1			iviani	Milowiedge Guilled	
Key vocabulary -	see T1				
Year Group	EYFS	Uı	nit Title	T6 Henri Rousseau	
	•	-			
Builds on	Т6	Dr	repares for	Y1	
Bullus Oll	10	ri	repares ioi	11	
			· · · · · · · · · · · · · · · · · · ·		
Key Skills Covere	ed		Main	Knowledge Gained	
See T1					
Key vocabulary -	. ςρο T1				
Rey Vocabulary	JCC 11				
				I	
Year Group	1	Ui	nit Title	Craig Mackesy T1	

Year Group	1	Unit Title	Craig Mackesy T1
Builds on	EY's Creativity goals including using chalk	Prepares for	Further Dry media skills in Y3 T3



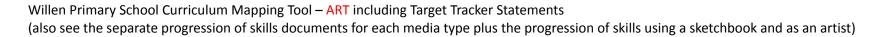


Key Skills Covered	Main Knowledge Gained
 Hold and use a variety of tools including pencils, rubbers, crayons, charcoal, chalk, pastels, felt tips, ball points, with some dexterity and control to represent objects in lines Use different grades of the above Know the names of the tools and techniques Explore mark making, lines and curves using a variety of tools on a variety of types of paper Use drawing to share their experiences (NC) Use line to represent objects seen, remembered or imagined Add light and dark tones to the above Draw carefully in line from observation, recording shapes and positioning all marks/features with care Use a viewfinder to select a view or shape in an image and then record what is in the frame 	 How to use a sketchbook. The names and uses of different tools and techniques Know that there can be different grades of pencil, pastel and chalk Of the artists Brenna Quinlan and Michael Craig-Martin
Key Vocabulary	

Year Group	1	Unit Title	Michael Rothenstein T5
Builds on	EYFS printing using natural objects and applying a thin layer of paint to an object to make an impression.	· ·	Further Printing Skills in Y4 T3

pencils, rubbers, crayons, charcoal, chalk, pastels, felt tips, ball points, control, tools, lines, curves, light and dark tones, viewfinder, sketch book

I	Key Skills Covered	Main Knowledge Gained
	key Skiiis Covered	Main Knowicage Gainea





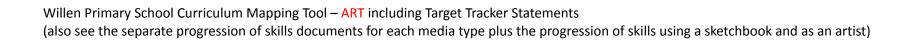
- To make marks in print using found objects and basic tools (and hands and feet) to create repeating patterns and improve the quality and placement of the image
- Apply 'ink' to a shape or surface
- Monoprint by marking onto an ink block or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure
- Use a variety of other techniques including carbon printing, relief, press and fabric printing
- Take rubbings from texture to understand and inform their own texture prints
- Explore and create patterns and textures with an extended range of found materials e.g. sponges, leaves, fruit
- Use ink pads

- Of the artists Michael Rothenstein and Paul Klee
- The names and uses of different tools and techniques
- How to use a sketchbook

Key vocabulary

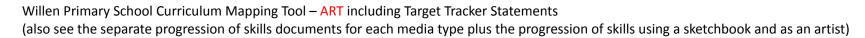
print, ink, carbon printing, relief, press, fabric printing rubbings, texture, repeating pattern, ink block, roller, sponge, monoprint, colour names, observe, media, technique, quality, placement, surface, pressure, image, spread,

Year Group	1	Unit Title	Andy Warhol T6
Builds on	Exploring colour mixing and paints	Prepares for	Further painting skills in Y3 T6





Year Group	2	Unit Title	Craig & Karl T1
Builds on	EY to use 2paint and be able to change the	Prepares for	Further digital art skills in Y4 T6
	brush colour, use the touch screen and		
	record/take photos		

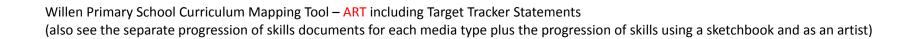




Key Skills Covered	Main Knowledge Gained
 Suggest how the photographer organised the elements or recording of an image Select photos for a theme, creative purpose or provide ideas for their own work – content, colour and composition Open and use an art program, selecting simple tools to make lines, shapes and pour colours Control the size of the mark and select colours and predefined shapes, motifs and stamps Control focus or zoom settings to move closer to compose their photo Hold and use a camera to select and capture their image with clear intention copy and paste areas of a digital image, save and print the image open and play time based media programs (contemporary artworks that include video, film, slide, audio or computer technologies are referred to as time based media works because they have a duration as a dimension and unfold to the viewer over time? 	 Know that photography is an art form That art doesn't have to be on paper The names and uses of different tools and techniques Of the artists Craig & Karl, Ansell Adams, Tom Way To know how to collect, organise, clean and tidy away equipment and resources

photographer, elements, record, image, photos, theme, creative, content, composition, pour, control, size, select, predefined shapes, motifs, stamps, focus, zoom, settings, camera, capture, intention, copy and paste, digital,

Year Group	2	Unit Title	Elizabeth Frink T2	
Builds on	EY junk modelling to explore form	Prepares for	Further 3D skills in Y3 T1	
	Make a human or animal from clay			





Key Skills Covered	Main Knowledge Gained
 Experiment with different material in 3D – rigid and malleable and found objects to represent something known Make structures by joining simple objects together Control form to assemble basic shapes or forms e.g. bodies/heads and add surface features Represent things observed, remembered or imagined in 3D Experiment with basic tools on rigid and flexible materials Respond to cultures and craft artists to adapt and make their own work Use clay to construct a simple form such as a pinch or coil pot, smoothing and joining clay with care 	 The names and uses of different tools and techniques Of the artists Elizabeth Frink and Neil Dawson To know how to collect, organise, clean and tidy away equipment and resources

key vocabulary

experiment, materials, 3D, rigid, malleable, found objects, structures, joining, control, form, assemble, surface, features, flexible, adhesive, collect, deconstruct, disassemble, pliable, culture, clay, pinch, coil, smooth,

Willen Primary School Curriculum Mapping Tool – ART including Target Tracker Statements
(also see the separate progression of skills documents for each media type plus the progression of skills using a sketchbook and as an artist)



Builds on	To know the term fabric and not use	Prepares for	Further textile skills in Y4 T1
	material		

ey Skills Covered	Main Knowledge Gained
 Experiment with different materials and select and organise them e.g. threads, cottons, raffia, paper strips, natural fibres to make a simple craft product Collect, deconstruct, discuss and use fabrics and cloth to reassemble new work Sort, cut and shape fabrics and experiment with ways of joining them Select particular techniques to create a chosen product and develop some care and control of materials and their use Experiment with basic tools on flexible materials Cut threads and fibres, stitch and sew together and surface decorate using adhesive and beads or buttons Develop techniques to join fabrics and apply decorations such as running or overstitch Weave in a simple loom and build constructed textile surfaces 	 That it is called fabric and not material (as material is a science vocabulary word with a completely different meaning) How to use a sketchbook. The names and uses of different tools and techniques Of the artist Kaffe Fassett

key vocabulary

select, organise, threads, cottons, raffia, paper strips, natural fibres, craft, deconstruct, fabrics, cloth, reassemble, flexible, fibres, stitch, sew, decorate, beads, buttons, running stitch, overstitch, weave, loom, textiles, rafia, cotton, wool,

Willen Primary School Curriculum Mapping Tool – ART including Target Tracker Statements (also see the separate progression of skills documents for each media type plus the progression of skills using a sketchbook and as an artist)



Year Group	2	Unit Title	Craftspeople from India – collage T5
Builds on	EY use of natural materials to create	Prepares for	Further collage skills in T4 T1
Builds off	texture	11000103101	Tarther conage skins in 17 11

ey Skills Covered	Main Knowledge Gained
 Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper and magazines considering content, shape, surface and texture Make textured collages from a variety of media and by cutting, folding, crumpling and tearing papers with care before adding other marks and colour to represent an idea Sort and use papers/materials according to specific qualities e.g. warm, cold, shiny, smooth Have more complex control over activities e.g. surface decoration with clear intentions Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea 	 The names and uses of different tools and techniques Of the work of a variety of craftspeople from India To know how to collect, organise, clean and tidy away equipment and resources How to use a sketchbook The meaning of key vocabulary e.g. collage

key vocabulary

trim, photocopies, crepe paper, magazines print, collage, cutting, folding, crumpling, tearing, qualities e.g. warm, cold, shiny, smooth, intention, convey

Willen Primary School Curriculum Mapping Tool – ART including Target Tracker Statements (also see the separate progression of skills documents for each media type plus the progression of skills using a sketchbook and as an artist)



Year Group	3	Unit Title	Adrian Gray T1	
Duilde on	Conductiving in V2 T2	Drawaya far	Funth on couleture skills VF T4	
Builds on	Sculpture in Y2 T2	Prepares for	Further sculpture skills Y5 T1	

ey Skills Covered	Main Knowledge Gained
 Compare and recreate form of natural and man-made objects Create textured surfaces using rigid and plastic materials and a variety of tools Construct a structure in linear or soft media before then covering the surface to make a form e.g. carving in soap (very covid 19 friendly) Design and make a 3D form as a maquette (small sculptors model/sketch) for a larger imagined piece and consider form/function Plan a sculpture through drawing and other preparatory work. Identify and assemble found materials to make a new form carefully covering Modroc (needs a risk assessment) or papier mache Scale a design up to a larger scale and work as part of a group to create a human scale structure or form Build in clay a functional form using 2D/3D building techniques and some surface decoration 	 The names and uses of different tools and techniques Of the artists Adrian Gray, Alexander Calder, Barbara Hepworth, Andy Scott and Ugo Rondinone To know how to collect, organise, clean and tidy away equipment and resources Use of a sketchbook The meaning of key vocabulary e.g. maquette

key vocabulary

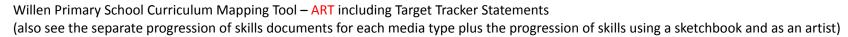
compare, recreate, form, man-made, textured, surface, linear, soft media, carving, maquette, form, function, plan, sculpture, modroc, papier mache, scale up,

Willen Primary School Curriculum Mapping Tool – ART including Target Tracker Statements (also see the separate progression of skills documents for each media type plus the progression of skills using a sketchbook and as an artist)



Year Group	3	Unit Title	Leonardo Da Vinci T3
Duilde au	Day as a discabille V4 T4	D	Fourth and drawn and in ability VC T2
Builds on	Dry media skills Y1 T1	Prepares for	Further dry media skills Y6 T?

y Skills Covered	Main Knowledge Gained
 Explore shading using different media to achieve a range of light and dark tones - black to white Experiment with different materials to create a range of effects Draw things from different viewpoints and combine images to make new images Use line, tone, shape and mark with care to represent things, seen, imagined or remembered Use and manipulate a range of drawing tools with control and dexterity applying teacher guidance Use a viewfinder to select a view then record what it is in the frame Can draw in line with care or in scale, applying the simple rules of perspective Draw familiar objects with correct proportion Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. Investigate and experiment with formal elements to make drawings that convey meaning Make quick studies from observation to record action or movement with some fluency Draw with coloured media descriptively and expressively with 	 The names and uses of different tools and techniques Of the artists Leonardo Da Vinci and L.S. Lowry To know how to collect, organise, clean and tidy away equipment and resources Use of a sketchbook The meaning of key vocabulary e.g. viewfinder

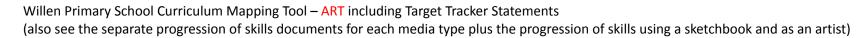




increasing accuracy/fluency			
key vocabulary			
shading, effects, viewpoints and combine images to make new images, frame, manipulate, replicate, architect,			

Year Group	3	Unit Title	Sonia Delauney T6	
Builds on	Painting Y1 T6	Prepares for	Further painting skills in Y6 T2	

Key Skills Covered	Main Knowledge Gained
 To explore shading using different media. To understand and identify key aspects such as complementary colours, colour as tone. warm and cold colours. Select appropriate paint and brushes (introduce variety) for specific purposes Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling, movement. Explore the effect of paint on adding water, glue, sand and sawdust and use this in a painting Mix and use primary and secondary colours with the addition of black, white and other hues 	 The names and uses of different tools and techniques Of the artists Sonia Delauney, Georges Seurat and Vincent Van Gogh To know how to collect, organise, clean and tidy away equipment and resources Use of a sketchbook The meaning of key vocabulary e.g. hue





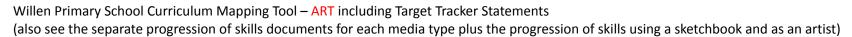
• Create a painting from designs and research to communicate an idea

key vocabulary

complementary colours, colour as tone. warm and cold colours. select, effects, bleeds, washes, scratches, splashes, mood, feeling, movement, sand, sawdust, hues, research, communicate,

Year Group	4	Unit Title	Henri Matisse T1
D 11.1	0 11 1 12 75		5 II II V T4
Builds on	Collage in Y2 T5	Prepares for	Further collage skills Y6 T1

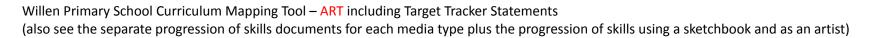
Key Skills Covered	Main Knowledge Gained
 Use overlapping and layering to place objects in front and behind Cut multiple shapes with scissors and arrange then stick these on a surface for a purpose Experiment with creating mood, feeling and movement and areas of interest using different media Combine Y1-3 skills Interpret stories, music, poems and other stimuli and represent these using mixed media Use the natural and local environment as a stimulus for mixed media work to convey meaning 	 The names and uses of different tools and techniques Of the artists Henri Matisse, Gustav Klimt, Laura Ashley To know how to collect, organise, clean and tidy away equipment and resources Use of a sketchbook The meaning of key vocabulary e.g. mixed media





Make a representational textured image from found textures that have been selected	
key vocabulary overlapping, layering, in front, behind, stimuli, mixed media,	

Year Group	4	Unit Title	Phyllis Taylor T3
Builds on	Builds on Printing in Y1 T5 Prepares for		Further printing skills Y5 T3
Key Skills Cover	ed	N	Main Knowledge Gained
 Create printing blocks using relief or impress techniques. Explore lines, marks and tones through monoprinting on a variety of papers to create an image Explore images and recreate texture in a collograph (A collograph is a print that is made by making a collage of different textures and materials) print using e.g. corrugated card, string, press print Explore colour mixing through printing using 2 coloured inks, a roller and stencil or press print 			 The names and uses of different tools and techniques Of the artists Melanie Mosaics, Antoni Gaudi, The Nigerian Yoruba women, Phyllis Taylor To know how to collect, organise, clean and tidy away equipment and resources Use of a sketchbook The meaning of key vocabulary e.g. adire
	ncil or press print ariety of techniques such as marbling,	silk screen and cold	





water p	paste	print	on	fabrics	using	tie	dve	or	batik

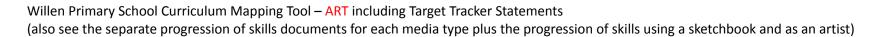
- Design a complex pattern made up of 2 or more motifs and print a tiled version
- Compare own printing and patterns with well-known designers or patterns
- Cut a simple stencil and use for making printed shapes

Key vocabulary

relief, impress, techniques. monoprinting, collograph, corrugated card, string, stencil, marbling, silk screen, cold water paste, tie dye, batik, motifs, tiled, designers

Year Group	4	Unit Title	David Hockney T6	
Builds on	Digital art in Y2 T1	Prepares for	Further digital art skills in Y6 T5	
		•		

Key Skills Covered	Main Knowledge Gained
 Plan the use of a camera to take a specific photo or set of photos Modify an image on a computer to achieve the best quality print Use a painting program to make an image corresponding to their 	 The names and uses of different tools and techniques Of the artists David Hockney, Hannah Hoch The meaning of key vocabulary e.g. motif
 work in another media Create a motif in lines and shapes, copy and paste to create a simple 	





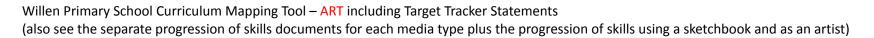
repeat pattern

- Use a digital camera and combine a photo with drawing in a paint program
- Change the camera settings such as flash, to capture an image in low light conditions
- Use zoom to 'best frame' an image and photograph from dynamic viewpoints
- Show awareness of mood, emotions and feelings when evaluating the photography of others
- Can animate a simple sequence of marks over several frames to make a time based presentation/animation
- Use a digital video camera/iPad to capture and make a simple film recording to tell a story or sequence of events

key vocabulary

modify, digital camera, combine, camera settings, flash, low light conditions, dynamic viewpoints, evaluate, animate, sequence, time based presentation/animation, ipad, best frame, multiple, film recording to tell a story or sequence of events

Year Group	5	Unit Title		Andrew McDermott T1
Builds on	Sculpture in Y3 T1	Prepares fo	or	Secondary School Art
Key Skills Covered			Main	Knowledge Gained
Develop skill in using clay, including slabs, coils and slips.		•	The names and uses of different tools and techniques	
 Explore how a stimulus can be used as a starting point for 3D work 		•	Of the artists Andrew McDermott, Grayson Perry, Bruce Monro	
with a focus on form, shape, pattern, texture, colour				





- Study work from a variety of genres and cultures to develop their own response
- Recreate 2D images in 3D looking at 1 area e.g. landscape or a figure focusing on form/surface
- Produce intricate patterns and textures in a malleable media.
- Use previous knowledge of tools, techniques and materials acquired in previous years to express own ideas
- Apply knowledge of different skills to express scale, weight or a concept

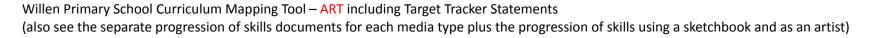
- To know how to collect, organise, clean and tidy away equipment and resources
- Use of a sketchbook
- The meaning of key vocabulary e.g. malleable

key vocabulary

slab, slip, stimulus, genre, landscape, figure, intricate, malleable, weight, concept,

Year Group	5	Unit Title	Jean Michel-Basquiat T3	
Builds on	Printing in Y4 T3	Prepares for	Secondary School Art	

Key Skills Covered	Main Knowledge Gained	
 Add collage to a printed background using a range of media and 	The names and uses of different tools and techniques	
techniques.	Of the artists Jean Michel-Basquiat, Keith Haring, Hokusai	
Make connections between own work and patterns in the local	To know how to collect, organise, clean and tidy away equipment	
environment e.g. curtains, wallpaper	and resources	





•	Recreate images through relief printing using card and mark making
	tools to control line, shape, texture and tone

- Explore colour mixing through using 2 coloured inks, a roller and a stencil or press print/easiprint poly blocks
- Create intricate printing patterns by simplifying and modifying sketchbook designs
- Recreate a scene and detail remembered, observed or imagined through collage relief collograph printing
- Design prints for e.g. fabrics, book covers, wallpaper or wrapping paper

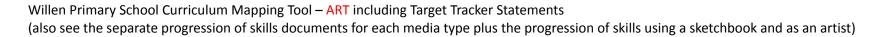
- Use of a sketchbook
- The meaning of key vocabulary e.g. collograph

key vocabulary

background, easiprint poly block, simplifying, modifying, recreate, scene, design

Year Group	5	Unit Title	Bayeux Tapestry T6
Builds on	Collage including textiles in Y4 T1	Prepares for	Secondary School Art

Key Skills Covered	Main Knowledge Gained	
Explain their choices for the wider range of material and techniques	The names and uses of different tools and techniques	
used.		





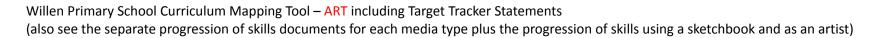
- Investigate the potential of new and unfamiliar materials
- Return to work over longer periods of time
- Select and use contrasting colours and textures in stitching and weaving including careful colour matching with the natural environment and understanding of seasonal colours
- Refine their use of learnt techniques including using various needles to produce more complex patterns with care and some accuracy
- Use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact
- Dye fabrics and use tie dye techniques to control and create a fabric image

- Of the history behind the tapestry story through textiles, Anglo-Saxon Y5 history link in T1
- To know how to collect, organise, clean and tidy away equipment and resources
- Use of a sketchbook
- The meaning of key vocabulary e.g. tapestry

Key vocabulary

unfamiliar, contrasting, matching, seasonal, refine, needles, complex, accuracy, plaiting, pinning, stapling, artefact, collage relief,

Year Group	6	Unit Title	Charles Fazzino T1	
Builds on	Collage in Y4 T1	Prepares for	Secondary School Art	
Key Skills Covered	d	Main	n Knowledge Gained	





•	Add collage to a painted, drawn or printed background using a
	range of media

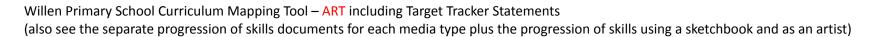
- Select and use cutting tools and adhesives with care to achieve a specific outcome
- Embellish a surface using a variety of techniques including drawing, painting and printing
- Use different techniques, colours and textures on top of Y5
- Select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water

- The names and uses of different tools and techniques
- Of the artists Charles Fazzino, Stephen Wilshire, Peter Blake
- To know how to collect, organise, clean and tidy away equipment and resources
- Use of a sketchbook
- The meaning of key vocabulary e.g. embellish

key vocabulary outcome, embellish, represent,

Year Group	6	Unit Title	Banksy T2
Builds on	Painting in Y3 T6	Prepares for	Secondary School Art
Bullus Ull	Palliting III 13 10	Prepares ioi	Secondary School Art

Key Skills Covered	Main Knowledge Gained	
 Mix colours to express mood, divide foreground from background, or demonstrate tones. Create different effects by using a variety of tools and techniques such as dots and apply paint in layers Select from different methods to apply colour using a variety of tools and techniques to express mood and emotion Begin to develop an awareness of composition, scale and 	 The names and uses of different tools and techniques Of the artists Banksy, Ben Wilson, Goddog To know how to collect, organise, clean and tidy away equipment and resources Use of a sketchbook The meaning of key vocabulary e.g. bleed 	





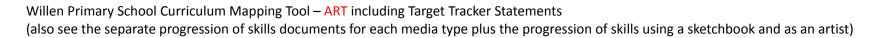
proportion

- To use simple perspective using a single focal point and horizon.
- Use techniques, colours, tones and effects to represent things seen e.g. brush strokes following the direction of the grass, stippling for sand, watercolour bleeds for clouds.
- Use studies gathered from observations to help plan and realise paintings using thumbnail studies and paint techniques to represent action or interaction
- Show the effect of light, colour, texture and tone on natural and man-made objects

key vocabulary

foreground, dots, layers, emotion, composition, scale and proportion, perspective, focal point, horizon, stippling, bleeds, thumbnail studies, action, interaction

Year Group	6	Unit Title	Local Photographer T5
Builds on	Digital Art in Y4 T6	Prepares fo	for Secondary School Art
Key Skills Covered			Main Knowledge Gained
 Plan, take and digitally process photographs for a creative purpose, working as part of a group 			 The names and uses of different tools and techniques Of the artist Tracey Simpson?
 Plan and take photos to provide content to be cut and pasted/superimposed on other photographic images and make a 			The meaning of key vocabulary e.g. component





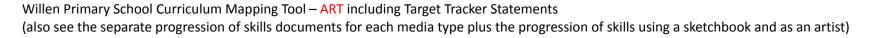
digital collage

- Use a digital video camera/iPad demonstrating how a camera captures photographic images as a video with a time duration
- Use a paint program to develop virtual designs for a painting, print or 3D work
- Use editing software to pre produce a film and edit a short sequence of narrative film
- Create simple images on photographic paper by placing shapes and materials on paper and fixing
- Take and assemble a sequence of photos to make a flick book or give impressions of movement
- Create a virtual work of art using digital photography or an art program to insert one selected component into a photographic setting
- Animate a simple sequence of drawings/photos to make a time based presentation with sound

key vocabulary

digitally process, superimpose, digital collage, time duration, virtual designs, editing, photographic paper, fixing, assemble, flick book or give impressions of movement, component, setting, animate, sound

Year Group	6	Unit Title		Michelangelo gone???????? put inT6??	
Builds on	Dry Media in Y3 T3	Prepares fo	or	Secondary School Art	
Key Skills Covere	Key Skills Covered Main Knowledge Gained				
Select appropriate media, techniques and tools with control,			•	The names and uses of different tools and techniques	





dexterity and accuracy from an observation

- Use line, tone and shading to represent things seen, remembered or imagined
- Select a view and use a viewfinder to record what is in the frame and compile several studies
- Respond to advice from others to rework and improve design ideas
- Begin to develop an awareness of composition, scale and proportion
- Use simple perspective in their work using a single focal point or horizon
- Build up drawings/images of whole or parts of items using various techniques e.g. card, relief, found materials, torn and cut materials
- Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well lit areas
- Develop quick studies from observation, recording action and movement with fluency, returning to each study to improve accuracy/detail
- Can convey tonal qualities well, showing good understanding of light and dark on form

- Of the artists Buonarroti Michelangelo, Kathe Kollowitz, Rene Magritte
- To know how to collect, organise, clean and tidy away equipment and resources
- Use of a sketchbook
- The meaning of key vocabulary e.g. focal point

key vocabulary

dexterity, rework, improve, response, light, charcoal, pastels, shadow, fluency,