

## Lower Peover C of E Primary School

### Progression in Art and Design under the 2014 National Curriculum

#### Key Stage 1

##### Pupils should be taught creativity in art, craft and design by:

- using a range of materials to design and make products
- using drawing, painting and sculpture to share their ideas, experiences and imagination
- developing techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D
- being taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

##### Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas
- to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.

	Key Stage 1	
	Year 1	Year 2
Drawing	<p><u>Make</u> Can they experiment with line/dot/scribble/doodle, making marks of different sizes/types/colours on various surfaces with various tools - begin to fill in solid shapes if desired?</p> <p>Can they, using these various types of mark-making, draw pictures/illustrations/ideas, even if only symbolic?</p> <p>Can they increase awareness of observation, developed through 'looking games'?</p> <p>Can they engage in activities to strengthen hand muscles, hand-eye co-ordination &amp; correct pencil grip (including tracing &amp; dot to dot)?</p>	<p><u>Make</u> Picture, illustration, portrait, self-portrait, plan, map. Can they use various marks on different surfaces with different tools, neatly fill in solid shapes when desired?</p> <p>Can they work with more speed, control &amp; accuracy, representing intentions carefully, even if still symbolic?</p> <p>Can they sometimes use a viewfinder to select what to draw?</p> <p>Can they draw; learn from any mistakes, rework when necessary &amp; finish the activity?</p>

	<p><u>Knowledge and Understanding</u></p> <p>Do they know and use: symbols &amp; basic composition (main subject/focus, foreground, middle ground, background)?</p> <p>Can they consider why drawing is useful?</p> <p><b>Vocab awareness: composition, foreground, middle ground, background, main subject/focus, rough sketch, diagram, symbol</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, pattern, shape</b></p> <p>Can they identify key visual elements of medium: line/dot, tone, pattern, shape?</p>	<p><u>Knowledge and Understanding</u></p> <p>Can they experiment with shading techniques (e.g. smudging, hatching/cross hatching, using dots). Know H=hard, B=black, F=fine in drawing pencils?</p> <p><b>Vocab awareness: 9H-9B drawing pencils, hard, fine, black, shade (dark/light), smudge, hatching, cross-hatching, portrait, self-portrait, illustration.</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, pattern, shape.</b></p>
<b>Colour</b>	<p><u>Colour Specifics</u></p> <p>Are they confident with primaries, secondaries, tones (darker=shade; lighter=tint), tertiaries?</p> <p>Can they become familiar with six colour primaries to gain a greater range of colour temperature when mixing: (warm: cadmium red, cadmium yellow, cobalt blue; cool: crimson, lemon yellow, ultramarine) and metallics (gold, silver, bronze)?</p> <p>Can they consider and discuss how different (warm/cool) colours can make you feel or what ideas or memories they may spark?</p>	<p><u>Colour Specifics</u></p> <p>Consolidation: Are they confident with: primaries, secondaries, tones?</p> <p>Familiarisation: Are they becoming familiar with: tertiaries (primary + secondary i.e. blue + green = turquoise; red + green = brown) and the effect of black and white have when added to other colours – darker (shade), lighter (tint)?</p>
	<p><u>Acquiring Mastery</u></p> <p>Over the year, can they understand from experience how colours are made through mixing &amp; consider these in making, using a three-primary colour wheel as reference? (have a colour focus in activities)</p>	<p><u>Acquiring Mastery</u></p> <p>Over the year, can they understand from experience how colours are made through mixing &amp; consider these in making, using a three-primary colour wheel as reference? (have a colour focus in activities)</p>

Painting	<p><u>Make</u> Can they before painting, rough-plan composition (main subject/focus, foreground, middle ground, background?)</p> <p>Do they notice where we see paint in the school environment – why is it there?</p> <p><b>Become vocab aware: ferrule, outline, visual/tactile texture, composition, paint types</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape</b></p>	<p><u>Make</u> Can they paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools including finer ones? Can they learn from mistakes, rework when necessary &amp; finish the activity?</p> <p><b>Possible Types: Picture, illustration, decoration, portrait, self-portrait, landscape, skyscape, mural, stage backdrop.</b></p> <p><b>Possible Mediums: Water-based ready mix/watercolour/fabric paint (sometimes with additives e.g. pva/sawdust)/wax crayon resist/ink &amp; occasionally acrylics.</b></p> <p>Can they practice holding painting tools correctly for purpose of marks desired? They respect brushes and stroke (not push against the bristles) across surfaces?</p>
	<p><u>Knowledge and Understanding</u> Do they notice how they feel when they are painting?</p> <p><b>Vocab Awareness: brush handle/bristles, stroke, dab, daub, blend, spread, layer, splash, mix, drip, dribble, coat, smear, spray, sponge</b></p> <p><b>Can they identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape?</b></p>	<p><u>Knowledge and Understanding</u> Can they consider simple composition more carefully? Can they experiment to create texture with mark styles or thicker paint?</p> <p>Can they think about why people paint?</p> <p><b>They are becoming vocab aware: decoration, portrait, self-portrait, landscape, skyscape</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape.</b></p>

Printing	<p><u>Make</u> Can they print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p>Can they, for purpose create an incised (polystyrene or clay tile) printing plate; print simple pattern repeats (square/rectangle/brick)?</p> <p>Can they attempt some tessellating pattern rotation: clockwise or anticlockwise <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> or full turns?</p>	<p><u>Make</u> Print; Can they learn from any mistakes, rework when necessary &amp; finish the activity?</p> <p>Can they create a simple collagraph printing plate (pattern/picture) from collage materials? Make sure materials protrude at equal heights so they all print.</p> <p>Can they print from collagraph plate using water-based printing ink, keeping still once pressed on printing surface? Ca they take rubbings from it when dry?</p>
	<p><u>Knowledge and Understanding</u> Can they use digital print commands: choose printer, colour or monochrome, quantity, format (landscape/portrait), print?</p> <p><b>Become vocab aware: incise (dig into), pattern repeat (square/rectangle/brick), clockwise/anticlockwise <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> or full turns.</b></p> <p>Do they notice the background is printed (in reverse), not the incised image?</p> <p><b>Identify key visual elements of medium: line/dot, tone, colour, pattern, shape.</b></p>	<p><u>Knowledge and Understanding</u> Can they use digital print commands: choose printer, colour or monochrome, print?</p> <p>Can they remember that we print to make a copy of something. Notice where we use printing in everyday life?</p> <p><b>Become vocab aware: collagraph (made with collage materials), digital printing, original, master, printing ink/roller/tray/plate, rubbing.</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, colour, pattern, shape.</b></p>
Texture work	<p><u>Make</u> <u>Mosaic</u> Can they create a design/image for indoor display, using own-made acrylic-painted clay tesserae glued with pva onto a thick card/thin wood base?</p> <p>Do they know that: 'collage' is French ('coller' - glue); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')?</p>	<p><u>Make</u> Can they make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p><u>Mosaic</u> Can they create a design/image for indoor display, using own-made acrylic-painted clay tesserae glued with pva onto a thick card/thin wood base?</p>

Textiles

Can they weave using the 'over/under-under/over' method (warp is vertical, weft is horizontal)?

Can they collect a range of textile samples; modify, connect & decorate materials to create a piece of art?

Do they know what textiles are/their uses. Feel & describe their textures & notice they can be flexible, stiff or stretchy?

Collage

Can they use a simple theme; select/manipulate various materials & consider their arrangement?

Can they test layout on strong backing support (possibly photograph for reference), before permanently gluing collage pieces into place?

Textiles (choose 2)

Option TA1: Make textile art with fabrics & materials: modify, connect & decorate; trying making techniques with small samples as sketch book work - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric

Option TA2: Short activity sketch book work: experiment with a small collection of fabric/connecting/embellishment items they choose, to answer: "What can you do with these?" - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric

Option TA3: Weave using the 'over/under-under/over' method (warp is vertical, weft is horizontal) - Know about the process of weaving on a loom (historic & modern)

Option TA4: Knit: use simple knitting techniques e.g. finger knitting or bobbin crocheting - Know about the process of collecting wool from its source, and its dyeing, spinning and knitting/weaving

Option TA5: Felt: use simple felting techniques - Know about the process of felting and that felt is often used for making hats; that hat makers were called hatters; and why the 'Mad Hatter' was called mad  
Option TA6: Dye: use tie dye technique. Experiment with natural dyes e.g. onion skins, beetroot, tea, coffee - Know how and why dyes are 'fastened' (even if not required in their making process)

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Collage

Can they use a theme/idea/concept e.g. pattern, something representational, realistic or abstract?

		Do they know that: 'collage' is French ('coller' - 'glue')? The term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')
	<p><u>Knowledge and Understanding</u></p> <p>Do they know that a mosaic is a picture made up of little pieces of paper/card/tile?</p> <p>Can they identify and consider use of key visual elements of medium &amp; consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use?</p> <p>Do they know that a collage is a picture that is made by sticking lots of bits together on a strong backing?</p> <p>Do they know that historic artists Braque/Picasso/Matisse used collage (many artists still do today)?</p>	<p><u>Knowledge and understanding</u></p> <p>Can they identify and consider use of key visual elements of medium &amp; consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use?</p> <p>Do they know mosaic is a design made up of small tiles (1: 'tessara'/many: 'tessarae') used for practical waterproof decoration on e.g. walls/floors/seats for 1000s of years (e.g. Roman)?</p> <p>Do they know that a collage is a picture that is made by sticking lots of bits together on a strong backing; know that historic artists Braque/Picasso/Matisse used collage (many artists still do today)?</p>
<b>Sculpture</b>	<p><u>Make</u></p> <p>Can they alone or in pairs/teams, construct, assemble or model (small or large) into 3D form using various materials?</p> <p>If modelling with soft stuff, can they use plasticine, play dough or salt dough or food stuffs (bread dough, marzipan/royal icing) to do free modelling?</p> <p>Can they experiment with modelling/impressing tools – sometimes pulling apart and reconstructing?</p> <p>If sculpting/constructing, can they use suitable materials e.g. sand, shaving foam, natural/found objects, papier maché, junk; fasten/glue successfully?</p> <p>Can they decorate or create surface texture (even if smooth) in some way?</p> <p><u>Knowledge and Understanding</u></p> <p>Do they notice the difference between a painting and a sculpture? Sculptures are 'fat not flat'</p>	<p><u>Make</u></p> <p>Can they work alone or in pairs/teams, construct, assemble or model (small or large) into 3D form using various materials; learn from any mistakes, rework when necessary &amp; finish the activity?</p> <p>If doing ceramics, can they use clay to do free modelling or make thumb pots (for simple practical purpose); use suitable modelling/impressing tools if necessary?</p> <p>If sculpting can they use suitable materials e.g. natural/found objects, papier maché, junk, scrunched/rolled newspaper covered in skins (tapes, glued paper), art straws?</p> <p>Can they try ideas for fastening e.g. tape, glue, plait, staple, weave, hole punch &amp; thread/treasure tag, use paper clip/fasteners, tie, twist, knot?</p> <p><u>Knowledge and Understanding</u></p>

	<p><b>Vocab awareness: squeeze, press, roll, stick, fasten, cut, cover, glue, decorate, join, model, sculpt, pinch</b></p> <p><b>Identify key visual elements of medium: texture, shape, form, space</b></p>	<p>Can they think about what sculptures can be made of &amp; compare/contrast sculptural forms e.g. texture, pattern, weight, size, shape?</p> <p><b>Become vocab aware: sculptor, sculptress, fasten, thumb pot, plait, thread, twist, tie, knot, texture, form.</b></p> <p><b>Identify key visual elements of medium: texture, shape, form, space.</b></p>
<p><b>Digital</b></p>	<p><u>Make</u> Can they make for purpose using digital technology?</p> <p>Option 1 - IMAGING: Explore picture or pattern making and/or photography on iPad or digital camera using software such as Paint, Dazzle, Art Studio, 2Paint a Picture or PhotoBooth. Refer to Drawing &amp; Painting modules for mark making ideas</p> <p>Option 2 - VIDEO: Film short videos for simple purpose using a digital camera or an iPad using software such as Windows Movie Maker or iMovie</p>	<p><u>Make</u> Can they make for purpose (including exploration purpose); learn from any mistakes, refine/combine or modify ideas when necessary &amp; finish the activity?</p> <p>Option 1 - IMAGING: Create/edit: images and/or patterns and/or photographs on iPad or digital camera using software such as Paint, Dazzle, Art Studio, 2Paint a Picture, PhotoBooth</p> <p>Option 2 - VIDEO: Film short videos for simple purpose using a digital camera or an iPad using software such as Windows Movie Maker or iMovie</p> <p>Option 3 - ANIMATION: Explore &amp; develop the animation process to create very short sequences (under 45 seconds) using software such as 2Animate, I Can Animate, PowToon, ABCya Animation Studio</p> <p>Option 4 - VIRTUAL SCULPTING: Sculpt virtually in an online game such as Minecraft (in Creative Mode)</p>
	<p><u>Knowledge and Understanding</u> Do they know that we can use computers to make digital art, craft and design?</p> <p><b>Vocab awareness: software names/basic programme commands, photograph, video, sculpture, sculpt, animation, animate</b></p>	<p><u>Knowledge and Understanding</u></p> <p><b>Know/become vocab aware: software names &amp; basic computing commands/file management</b></p> <p>Do they understand that digital art, craft and design is not physical – it exists inside computers. Become vocab aware: software names/basic programme commands?</p>

	Can they identify key visual elements of their digital work from: <b>line/dot, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)</b>  Can they look/ask questions to develop/improve work assisted by peer review?	Identify key visual elements of their digital work from: <b>line/dot, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)</b>
<b>Generate ideas (In all areas of study)</b>	Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using <b>sketch books</b> to record/support work.	Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work, preferably using <b>sketch books</b> to record/support work.
<b>In all areas of making</b>	Show tenacity, risk taking and/or inventiveness when handling mistakes or the unexpected to find solutions	Show tenacity, risk taking and/or inventiveness when handling mistakes or the unexpected to find solutions

Key Skills:	Lower Key Stage 2	
	Year 3	Year 4
<b>Drawing</b>	<p><u>Make</u> Can they draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p>Can they use varied surfaces, scales, colours &amp; tools: picture, illustration, portrait, self-portrait, plan, map, diagram, symbol, rough sketch?</p> <p>Can they observe closely and notice more detail. Work with more speed, control and accuracy, sometimes using shading techniques?</p>	<p><u>Make</u> Can they draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p>Can they use varied surfaces, colours, scales &amp; tools: picture, illustration, portrait, self-portrait, plan, map, diagram, symbol, rough sketch, cartoon, still life?</p> <p>In observational drawing can they show increasing ability to notice finer detail &amp; draw it more accurately, lightly sketching rough outlines first?</p>



	<p>Can they sometimes use a viewfinder to select what to draw. Do a first draft 'light touch' rough sketch of idea/observation?</p>	<p>Can they sometimes use shading/masking off techniques? Consider pattern, tone, shape &amp; overall composition, using a viewfinder when required.</p>
	<p><u>Knowledge and Understanding</u></p> <p>Do they know and use: symbols &amp; basic composition (main subject/focus, foreground, middle ground, background)?</p> <p>Can they consider why drawing is useful?</p> <p><b>Vocab awareness: composition, foreground, middle ground, background, main subject/focus, rough sketch, diagram, symbol</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, pattern, shape</b></p>	<p><u>Knowledge and Understanding</u></p> <p>Can they understand &amp; use symbols and symbolism, how they represent meaning &amp; how they differ from realistic images?</p> <p>Can they consider why they find drawing useful?</p> <p><b>Vocab awareness: composition, symbolism, represent, realistic, sketch, outline, still life, cartoon</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, pattern, shape</b></p>
<p><b>Colour</b></p>	<p><u>Colour Specifics</u></p> <p>Are they familiar with: primaries – red/yellow/blue; secondaries – orange/purple/green; tones – black/white/greys &amp; dark/light colours?</p>	<p><u>Colour Specifics</u></p> <p>Consolidation: Can they increase in confidence with: six colour primaries (warm/cool), secondaries, tones (tints/ shades), tertiaries, metallics?</p> <p>Familiarisation: Can they become familiar with: monochrome - using only one colour (or shades/tints of it); and name tints/shades of primaries and secondaries? E.g. red (pink/burgundy); blue (pale blue/navy); yellow (lemon/dark yellow); green (pale green/bottle green); orange (pale orange/dark orange); purple (lilac/dark purple)</p>

	<p><u>Acquiring Mastery</u> Over the year, can they understand from experience how colours are made through mixing &amp; consider these in making, using a three-primary colour wheel as reference?</p> <p>(have a colour focus in activities)</p>	<p><u>Acquiring Mastery</u> Over the year, do they understand from experience how colours are made through mixing &amp; consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference? (have a colour focus in activities)</p>
<p><b>Painting</b></p>	<p><u>Make</u> Can they paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools?</p> <p>Can they experiment: stroke, dab, daub, blend, spread, layer, splash, mix, drip, dribble, coat, smear. Use: brush, finger, stick, sponge, spray, spatula, card strip?</p> <p><b>Possible Types: Picture, decoration, portrait, self-portrait, landscape, handwriting patterns</b></p> <p><b>Possible Mediums: Water-based ready mix/block/powder/watercolour paint (sometimes with additives e.g. pva/sawdust)/wax crayon resist</b></p> <p>Can they engage in (play) activities to strengthen hand muscles, hand-eye co-ordination &amp; correct brush grip?</p> <p>Do they know brush parts: handle, bristles?</p>	<p><u>Make</u> Can they paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools? Can they demonstrate fine motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p><b>Possible Types: Picture, illustration, decoration, portrait, self-portrait, religious icon, triptych, landscape, seascape, skyscape, cityscape, mural, backdrop, banner, flag, fabric wall hanging.</b></p> <p><b>Possible Mediums: Water-based ready mix/watercolour/fabric paint (sometimes with additives e.g. pva/sawdust/small found objects), ink, acrylics.</b></p> <p>Can they hold paint tools correctly with increasing control/accuracy to suit marks intended (without damaging brushes), outline/fill in/create some visual texture?</p>

	<p><u>Knowledge and Understanding</u> Do they notice how they feel when they are painting?</p> <p><b>Vocab Awareness: brush handle/bristles, stroke, dab, daub, blend, spread, layer, splash, mix, drip, dribble, coat, smear, spray, sponge</b></p> <p><b>Can they identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape?</b></p>	<p><u>Knowledge and Understanding</u> Can they plan composition (main subject/focus, foreground, middle ground, background) before painting?</p> <p>Can they consider the value of artistic painting in the world?</p> <p><b>Become vocab aware: cityscape, mural, backdrop, main subject/s, foreground, middle ground, background, paint types</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape</b></p>
<p><b>Printing</b></p>	<p><u>Make</u> Can they use simple relief printing using ready-mix paint (e.g. hand, foot, sponge, stick, fruit &amp; veg) to create/sequence patterns and/or compose simple pictures?</p> <p>Can they try marbling &amp; simple monoprinting (e.g. paint a plastic table top with ready mix, then take prints from it)?</p> <p>Can they experiment with stencils, wooden or rubber stamps &amp; transfers?</p>	<p><u>Make</u> Print: Can they demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p>Can they print on fabric for purpose: create an incised polystyrene printing plate with some incised visual texture; print more complex pattern/motif repeats (half-drop/diamond/equilateral triangle)?</p> <p>Can they attempt a tessellating pattern rotation depending on repeat type: clockwise or anticlockwise 90°, 180°, 270° or 360°?</p> <p>Can they keep inked plate still once pressed on printing surface. Rest inked roller correctly when not printing &amp; use dry roller &amp; clean paper to cover over plate for pressing?</p>
	<p><u>Knowledge and Understanding</u> Can they use digital print command: print?</p> <p>Can they understand that we print to make a copy of something?</p> <p><b>Vocab awareness: monoprint (meaning 'one'), pattern, repeat, press down, comb, water, oil, marble/ marbling ink, stencil, stamp, transfer</b></p>	<p><u>Knowledge and Understanding</u> Can they use digital print commands: choose printer, colour or monochrome, paper size, quantity, format (landscape/portrait), print?</p> <p><b>Become vocab aware: incise (dig into), pattern repeat (half-drop/diamond/equilateral triangle), clockwise/anticlockwise, 90°/180°/270°/360°, tessellate, motif</b></p>

	<p>Can they identify key visual elements of medium: line/dot, tone, colour, pattern, shape?</p>	<p>Can they understand that the background is printed (in reverse), not the incised image. Identify key visual elements of medium: line/dot, tone, colour, pattern, shape?</p>
<p><b>Texture work</b></p>	<p><u>Make Mosaic</u> Can they create a design/image gluing pre-cut paper/card squares on a card base?</p> <p><u>Textiles</u> Option TA1: Make textile art with fabrics &amp; materials: modify, connect &amp; decorate; trying making techniques with small samples as sketch book work - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) &amp; name types of fabric.</p> <p>Option TA2: Short activity sketch book work: experiment with a small collection of fabric/connecting/embellishment items they choose, to answer: "What can you do with these?" - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) &amp; name types of fabric.</p> <p>Option TA3: Weave using the 'over/under-under/over' method (warp is vertical, weft is horizontal) -Know about the process of weaving on a loom (historic &amp; modern).</p> <p>Option TA4: Know how and why dyes are 'fastened' (even if not required in their making process) - Know how and why dyes are 'fastened' (even if not required in their making process)</p> <p><u>Collage</u> Can they use a theme/idea/concept e.g. pattern, something representational, realistic or abstract?</p>	<p><u>Make</u> <b>Identify and consider use of key visual elements of medium &amp; consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use</b></p> <p><u>Mosaic</u> Can they create a design/image, cutting own paper/card 'tile' pieces &amp; gluing onto a card base?</p> <p><u>Textiles</u> Can they weave using the 'over/under-under/over' method (warp is vertical, weft is horizontal)? Can they modify, connect &amp; decorate materials to make a piece of art? Experiment with a small collection of given items: "What can you do with these?"</p> <p><u>Collage</u> Can they use a simple theme; select/manipulate various materials &amp; consider their arrangement (rough-test layout on strong backing support/photograph) before permanently gluing in place?</p>

	<p><u>Knowledge and Understanding</u></p> <p>Do they know that: 'collage' is French ('coller' - 'glue'); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')?</p>	<p><u>Knowledge and understanding</u></p> <p>Can they identify and consider use of key visual elements of medium &amp; consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use?</p> <p>Do they know that a mosaic is a pictures made up of little pieces of paper/card/tile?</p> <p>Do they know what textiles are/their uses. Feel &amp; describe their textures &amp; notice they can be flexible, stiff or stretchy?</p> <p>Do they know that a collage is a picture that is made by sticking lots of bits together on a strong backing; know that historic artists Braque/Picasso/Matisse used collage (many artists still do today)?</p>
<p><b>Sculpture</b></p>	<p><u>Make</u></p> <p>Can construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p>Ceramic Option: Can they use clay to make a coil pot for simple practical purpose or a clay tile using a bas-relief and/or incised method, using suitable modelling/impressing tools (NB a flat incised clay tile sealed with pva could be used as a printing plate)?</p> <p>Non-Ceramic Option: Can they sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper covered in skins (tapes, glued paper), art straws, string?</p> <p>Can they consider scale suitable for purpose/location for display?</p> <p>If sculpting/constructing, can they use suitable materials e.g. sand, shaving foam, natural/found objects, papier maché, junk; fasten/glue successfully?</p> <p>Can they decorate or create surface texture (even if smooth) in some way?</p>	<p><u>Make</u></p> <p>Can they construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary &amp; finish the activity?</p> <p>Ceramic Option: Use clay to make a coil pot for practical purpose or a clay tile using a bas relief and/or incised method, using suitable modelling/impressing tools (NB a flat incised clay tile sealed with pva could be used as a printing plate)</p> <p>Non-Ceramic Option: Sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper/card strips possibly covered in skins (tapes, glued paper), art straws, modelling wire</p> <p>Non-Ceramic Option: Assemble and use suitable sculpting materials (possibly from a pre-selection) that best suit their ideas; use various fastening/connecting techniques</p> <p>Non-Ceramic Option: Make a strong supporting substructure &amp; add suitable surface texture &amp;/or pattern decoration</p>

	<p><u>Knowledge and Understanding</u>  Can they deconstruct/watch the deconstruction of an everyday object to see how it has been made and possibly reconstruct it?</p> <p>Do they know that sculptures are 3D and this means ‘three dimensional’. Become vocab aware: sculpt, deconstruct, scale. Ceramics: incise, impress, coil pot?</p> <p><b>Identify key visual elements of medium: texture, shape, form, space</b></p>	<p><u>Knowledge and Understanding</u>  Do they know what an architect does and what kind of substructures they use when building?</p> <p>Can they identify what the 3 dimensions are of ‘3D’: length, width, depth (using a swimming pool analogy).</p> <p><b>Become vocab aware: architect, architecture, substructure, surface. Ceramics: incise, impress, coil pot</b></p> <p><b>Identify key visual elements of medium: texture, shape, form, space</b></p>
<p><b>Digital</b></p>	<p><u>Make</u>  Can they make for purpose; demonstrate increasingly fine hand-eye co-ordination, learn from any mistakes, refine/combine or modify ideas when necessary, and finish the activity?</p> <p>Option 1 - IMAGING: Create, edit &amp; manipulate: images and/or patterns (possibly for textiles) and/or own photos using software such as Paint, Dazzle, Art Studio, 2Paint a Picture, PhotoBooth.</p> <p>Option 2 - VIDEO: Film short videos for simple purpose using an iPad or digital camera using software such as iMovie or Windows Movie Maker.</p> <p>Option 3 - ANIMATION: Animate short sequences (under 1 minute) for simple purpose using software such as 2Animate, I Can Animate, PowToon, ABCya Animation Studio, Scratch Junior (uses coding).</p> <p>Option 4 - VIRTUAL SCULPTING: Collaborate with simple purpose to sculpt virtually with an online game such as Minecraft (in Creative Mode) OR explore sculpting virtually when becoming familiar with software such as 123D Sculpt.</p>	<p><u>Make</u>  Can they make for purpose; demonstrate increasingly fine hand-eye co-ordination, learn from any mistakes, refine/combine or modify ideas when necessary, and finish the activity/</p> <p>Option 1 - IMAGING: Create, edit &amp; manipulate: images, patterns (possibly for textiles), photographs. Experiment with adding text. Use iPad or digital camera &amp; software such as Paint, Dazzle, Art Studio, PhotoBooth or PS Express</p> <p>Option 2 - VIDEO: Collaborate to shoot/edit videos/films or make presentations for purpose using software such as Windows Movie Maker, iMovie, PowerPoint</p> <p>Option 3a - ANIMATION: Collaborate to animate short sequences (under 1 minute) for simple purpose using software such as I Can Animate, PowToon, ABCya Animation Studio, Scratch Junior (uses coding)</p> <p>Option 3b - ANIMATION: Create a stop motion animation (under 30 seconds) using photographs of assembled</p>

		<p>scenes/characters using a digital camera &amp; tripod using software such as iStopMotion</p> <p>Option 4 - VIRTUAL SCULPTING: Sculpt digitally to create objects using software such as 123D Sculpt</p>
	<p><u>Knowledge and Understanding</u> Do they know the meaning of the words: digital, virtual, animate, sculpture, imaging?</p> <p>Can they handle files/work with increasing confidence on software chosen for intended purpose using programme commands well?</p> <p><b>Identify key visual elements of their digital work from: line/dot, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)</b></p>	<p><u>Knowledge and Understanding</u> Do they understand digital art, craft and design is not physical – it exists inside computers, although we can use that information to make physical things e.g. 2D/3D printing, embroidery, laser cut/etched plastics?</p> <p>Do they know the meaning of the phrases/words: image manipulation, edit, shoot film, stop motion?</p> <p><b>Identify key visual elements of their digital work from: line/dot, tone, colour, pattern, texture, shape, , (virtual form, space – sculpture)</b></p>
<p><b>Generate ideas (In all areas of study)</b></p>	<p>Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to support work.</p> <p>Consider creative practitioners' reasons for working (if a stimulus) &amp; similarities/differences between the kinds of work they create.</p>	<p>Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to support work.</p> <p>Consider creative practitioners' reasons for working (if a stimulus) &amp; similarities/differences between the kinds of work they create.</p> <p>Extend thinking from the 'what' &amp; 'how' to the 'why'</p>
<p><b>In all areas of making</b></p>	<p>Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions.</p>	<p>Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions.</p>
<p><b>In all areas of knowledge and Understanding</b></p>	<p>Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)</p>	<p>Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism).</p>

Key Skills:	Lower Key Stage 2	
	Year 5	Year 6
Drawing	<p><u>Make</u> Can they draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p>Can they use varied surfaces, colours, scales &amp; tools: illustration, portrait, self-portrait, plan, map, cross-sectional diagram, symbol, sketch, cartoon, caricature, still life, graffiti, letter/page decoration, 'blind' drawing, abstract?</p> <p>Can they draw for a longer period of time what is intended with increasing independence, speed, control &amp; accuracy?</p> <p>Can they consider scale, tone/shading, visual texture, pattern, shape &amp; composition. Use a viewfinder/mask off areas if required?</p>	<p><u>Make</u> Can they use varied surfaces, colours, scales &amp; tools: illustration, portrait, self-portrait, plan, map, exploded diagram, technical/figurative drawing, thumbnail sketch, cartoon, caricature, graffiti, tattoo, letter/page decoration, 'continuous line'?</p> <p>Can they for a sustained period of time draw what is intended with increasing independence, speed, control, accuracy &amp; intricacy?</p> <p>Can they consider scale, tone/shading, visual texture, pattern, shape &amp; composition. Use a viewfinder, mask off areas if required?</p> <p>If desired, can they attempt a basic technical drawing technique: one and/or two-point perspective?</p>
	<p><u>Knowledge and Understanding</u></p> <p>Do they know about/attempt 'blind' drawing (eyes closed drawing in response to stimuli, e.g. music) and consider its usefulness)?</p> <p>Do they know how art, craft &amp; design reflect &amp; shape our history?</p> <p><b>Vocab awareness: composition, foreground, middle ground, background, main subject/focus, rough sketch, diagram, symbol</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, pattern, shape, visual texture</b></p>	<p><u>Knowledge and Understanding</u></p> <p>Do they know about/attempt the 'continuous line' drawing technique to improve observation/hand-eye coordination and consider its usefulness?</p> <p>Do they know how art, craft &amp; design contribute to the culture, creativity &amp; wealth of our nation?</p> <p><b>Vocab awareness: thumbnail sketch, continuous line, technical/figurative drawing, exploded diagram, perspective</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, pattern, shape, visual texture</b></p>



<b>Colour</b>	<p><u>Colour Specifics</u> Consolidation: Can they increase in confidence with: six colour primaries (warm/cool), secondaries, tints &amp; shade names of primaries/secondaries, tertiaries, metallics, monochrome, tones (tints/shades)?</p> <p>Familiarisation: Are they becoming familiar with: neutrals - brown, beige, fawn, peach, khaki, olive, camel, salmon?</p>	<p><u>Colour Specifics</u> Consolidation: Can they continue to increase in confidence with: primaries, secondaries, tints/shades of primaries/secondaries (and their names), tertiaries, metallics, monochrome, neutrals?</p> <p>Familiarisation: Do they know some names of tints &amp; shades of tertiaries e.g. purply red: tint - mauve, shade – plum? Can they create new ways of describing colour e.g. using paint manufacturers' paint names as ideas for describing - also using similes to describe colours and the mood or ideas they evoke e.g. 'as black as a moonless night in winter'?</p>
	<p><u>Acquiring Mastery</u> Over the year, can they understand from experience how colours are made through mixing &amp; consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference? (have a colour focus in activities)</p>	<p><u>Acquiring Mastery</u> Over the year, do they understand from experience how colours are made through mixing &amp; consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities?</p>
<b>Painting</b>	<p><u>Make</u> Can they paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools? Learn from any mistakes, rework when necessary, and finish the activity.</p> <p><b>Possible Types: Picture, illustration, decoration, portrait, self-portrait, religious icon, triptych, landscape, seascape, skyscape, cityscape, still life, mural, backdrop, banner, flag, fabric wall hanging, realistic, impressionistic, abstract, symbolic</b></p> <p><b>Possible Mediums: Water-based ready mix/ watercolour/fabric paint (sometimes with additives, e.g. pva/sawdust/small found objects), ink, acrylics, gouache, poster paint</b></p> <p>Can they possibly mask off an area which won't receive paint?</p> <p>Can they hold paint tools with control/accuracy to suit marks intended (without damaging brushes). Outline/fill in/create some visual texture &amp; finer details?</p>	<p><u>Make</u> Can they paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools? Learn from any mistakes, rework when necessary, and finish the activity.</p> <p><b>Possible Types: Picture, illustration, decoration, portrait, self-portrait, religious icon, triptych, natural landscape, seascape, skyscape, cityscape, industrial landscape, still life, figurative, mural, backdrop, banner, flag, fabric wall hanging, graffiti, realistic, impressionistic, abstract, symbolic</b></p> <p><b>Possible Mediums: Water-based ready mix/ watercolour/fabric paint (sometimes with additives e.g. pva/sawdust/small found objects), ink, acrylics, gouache, poster paint, aerosol spray (water-based low odour - use safely)</b></p> <p>Can they possibly mask off an area which won't receive paint?</p>

	<p>Do they know brush parts: handle, bristles?</p>	<p>Can they hold paint tools with control/accuracy to suit marks intended (some detailed), without damaging brushes?</p> <p>Can they outline/fill in/create some tactile texture or built-up surface?</p>
	<p><u>Knowledge and Understanding</u>  Can they plan composition (main subject/focus, foreground, middle ground, background) before painting. Paint background first, moving to middle ground and foreground - main subject/focus last?</p> <p>Do they consider what paintings may tell us about inner selves?</p> <p><b>Become vocab aware: religious icon, triptych, still life, realistic, abstract, symbolic, paint types</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape</b></p>	<p><u>Knowledge and Understanding</u>  Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape</p> <p>Can they consider the value of paintings when finding out about history?</p> <p><b>Become vocab aware: figurative, graffiti, impressionistic, natural landscape, industrial landscape, paint types</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape</b></p> <p>Can they use symbolism or attempt to evoke a mood or use one/two-point perspective?</p>
<p><b>Printing</b></p>	<p><u>Make</u>  Can they print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p>Can they for purpose: create a collograph printing plate (pattern/picture) using hand-cut card collage pieces, making sure they protrude equally at a reasonable height so they all print (not the background)? Do a small tester plate first?</p> <p>Can they use a mirror to see what the printed reverse image will look like. Print from collagraph plate; use water-based printing ink.?</p>	<p><u>Make</u>  Can they print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p>Can they from the same tile: 1st print pale colour from unincised tile; 1st simple incise, then 2nd print a mid-tone colour; 2nd deeper/greater number incisions, then 3rd print a darker/brighter colour (ink up only certain areas with a small sponge or dabbed brush if desired)?</p>

	<p><u>Knowledge and Understanding</u> Can they use digital print commands: choose printer, colour or monochrome, paper size, quantity, format (landscape/portrait), reduce/enlarge, print?</p> <p>Can they understand that the card pieces 'in relief' are what are printed not the background, and that this differs from incised printing?</p> <p><b>Become vocab aware: collagraph (using collage materials) - from Greek: 'kolla' (glue) &amp; 'graphe' (writing), digital printing, original, master, printing ink/roller/tray/plate, relief</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, colour, pattern, shape</b> Can they identify key visual elements of medium: line/dot, tone, colour, pattern, shape</p> <p>Can they discuss printing's ecological downfalls (paper use/harmful chemicals)?</p>	<p><u>Knowledge and Understanding</u> Can they see where intaglio and relief printing occurred in printing history; know about Gutenberg's printing press &amp; its importance?</p> <p>Can they use digital print commands: choose printer, colour or monochrome, paper size, quantity, format (landscape/portrait), reduce/enlarge, borderless, paper type/quality (incl. image transfer), print. Know about 3D printing?</p> <p><b>Become vocab aware: monoprint (meaning 'one'), intaglio (incise, dig in), relief print, Gutenberg, printing press</b></p> <p><b>Identify key visual elements of medium: line/dot, tone, colour, pattern, shape (+ form &amp; space for 3D printing)</b></p>
<p><b>Texture work</b></p>	<p><u>Make</u> Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p><u>Mosaic</u> Can they create a design/image for indoor/outdoor display, using small manufactured glass &amp; indoor/outdoor clay tiles (tesserae) or pebbles &amp; gluing onto a plywood base with tile glue, then grouting with tile grout (health &amp; safety!)?</p> <p><u>Textiles (choose 2)</u> Option TA1: Make textile art with fabrics &amp; materials: modify, connect &amp; decorate; trying making techniques with small samples as sketch book work - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) &amp; name types of fabric.</p> <p>Option TA2: Short activity sketch book work: experiment with a small collection of fabric/connecting/embellishment items they</p>	<p><u>Make</u> Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity</p> <p><u>Mosaic</u> Can they create a design/image for indoor/outdoor display, using small manufactured glass &amp; indoor/outdoor clay tiles (tesserae) or pebbles &amp; gluing onto a plywood base with tile glue, then grouting with tile grout (health &amp; safety!)?</p> <p><u>Textiles (choose 2)</u> Option TA1: Make textile art with fabrics &amp; materials: modify, connect &amp; decorate; trying making techniques with small samples as sketch book work - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) &amp; name types of fabric.</p>

choose, to answer: "What can you do with these?" - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric.

Option TA3: Weave using the 'over/under-under/over' method (warp is vertical, weft is horizontal) - Know about the process of weaving on a loom (historic & modern).

Option TA4: Know how and why dyes are 'fastened' (even if not required in their making process) - Know how and why dyes are 'fastened' (even if not required in their making process).

Option TA4: Knit: use simple knitting techniques e.g. finger knitting or bobbin crocheting - Know about the process of collecting wool from its source, and its dyeing, spinning and knitting/weaving.

Option TA5: Felt: use simple felting techniques - Know about the process of felting and that felt is often used for making hats; that hat makers were called hatters; and why the 'Mad Hatter' was called mad.

Option TA6: Dye: use tie dye technique. Experiment with natural dyes e.g. onion skins, beetroot, tea, coffee - Know how and why dyes are 'fastened' (even if not required in their making process).

#### Collage

Can they collage a still life or figurative piece; or communicate a message, evoke a mood or symbolise. Collect/select/manipulate various materials & trial composition before gluing, working from background to foreground if necessary?

Option TA2: Short activity sketch book work: experiment with a small collection of fabric/connecting/embellishment items they choose, to answer: "What can you do with these?" - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric.

Option TA3: Weave using the 'over/under-under/over' method (warp is vertical, weft is horizontal) - Know about the process of weaving on a loom (historic & modern).

Option TA4: Know how and why dyes are 'fastened' (even if not required in their making process) - Know how and why dyes are 'fastened' (even if not required in their making process).

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#### Collage

Can they collage a still life or figurative piece or communicate a message, evoke a mood or symbolise. Collect/select/manipulate various materials & trial composition before gluing. When gluing, work from background to foreground if necessary?

	<p><u>Knowledge and Understanding</u></p> <p>Do they know mosaic is a design made up of small tiles (1: 'tessara'/many: 'tessarae') used for practical waterproof decoration on e.g. walls/floors/seats for 1000s of years (e.g. Roman)?</p> <p>Do they know that: 'collage' is French ('coller' - glue); the term 'collage' was coined by artists Braque and Picasso? Do they know the types of collage can be traced back many years (e.g. Victorian 'découpage')?</p>	<p><u>Knowledge and understanding</u></p> <p>Do they know mosaic is a design made up of small tiles (1: 'tessara'/many: 'tessarae') used for practical waterproof decoration on e.g. walls/floors/seats for 1000s of years (e.g. Roman)?</p> <p>Do they know that: 'collage' is French ('coller' - glue); the term 'collage' was coined by artists Braque and Picasso? Do they know the types of collage can be traced back many years (e.g. Victorian 'découpage')?</p>
<p><b>Sculpture</b></p>	<p><u>Make</u></p> <p>Can construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary, and finish the activity?</p> <p>Ceramic Options: Can they use clay to make a slab pot for practical purpose OR a clay head/bust or figure/natural form in bas relief or full 3D using suitable modelling/impressing tools and attempt some carving?</p> <p>Non-Ceramic Options: Can they sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper/card strips possibly covered in skins (tapes, glued paper), art straws, modelling wire, beads, withies, Modroc, (NOT Plaster of Paris)?</p> <p>Non-Ceramic Options: Can they create a maquette (abstract or realistic) that can evoke a mood/feeling. Imagine/describe its final size &amp; the space &amp; lighting in which it might be displayed to enhance its mood/feeling?</p>	<p><u>Make</u></p> <p>Can they construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary &amp; finish the activity?</p> <p>Ceramic Options: Can they use clay to make a slab pots for practical purpose OR a clay head/bust or figure/natural form in bas high relief or full 3D using suitable modelling/impressing tools and attempt some carving on head/bust?</p> <p>Non-Ceramic Options: Can they sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper/card strips possibly covered in skins (tapes, glued paper), art straws, beads, modelling wire, chicken wire, withies, Modroc, (NOT Plaster of Paris)?</p> <p>Non-Ceramic Options: Can use knowledge of 2D &amp; 3D shapes &amp; their properties to assist in the creation of a sculpture/substructure (e.g. oval, square pyramid, angle, circumference, concave)?</p> <p>Non-Ceramic Option: Make a strong supporting substructure &amp; add suitable surface texture &amp;/or pattern decoration</p>
	<p><u>Knowledge and Understanding</u></p>	<p><u>Knowledge and Understanding</u></p> <p><u>Non-Ceramic Options: Can they consider more complex viewpoints points and how something 3D looks different from</u></p>

	<p>Non-Ceramic Options: Can they use basic 3D shape knowledge to help create the maquette or its substructure e.g. cube, cone, cylinder or build on simple wire armature if desired?</p> <p>Do they know about viewpoints and how something 3D looks different from these viewpoints: side view, front view, back view, aerial view?</p> <p><b>Become vocab aware: maquette, armature, slab pot, viewpoint, aerial, evoke, mood.</b></p> <p><b>Identify key visual elements of medium: texture, shape, form, space</b></p>	<p>these viewpoints: ¾ side view, view from below, cross-section, exploded diagram?</p> <p><b>Become vocab aware: cross-section, exploded diagram; ceramics: carve, manipulate, head, bust, figurative.</b></p> <p><b>Identify key visual elements of medium: texture, shape, form, space</b></p>
<p><b>Digital</b></p>	<p><u>Make</u> Can they make for purpose; demonstrate increasingly fine hand-eye co-ordination, learn from any mistakes, refine/combine or modify ideas when necessary, and finish the activity?</p> <p>Option 1- IMAGING: Create, edit &amp; manipulate: images, patterns (possibly for textiles), photographs - incorporating text art using imaging software such as Publisher, PhotoBooth, PS Express. Use a scanner/scanned images</p> <p>Option 2 - VIDEO: Collaborate to shoot/edit videos/films or make presentations for purpose using software such as Windows Movie Maker, iMovie, PowerPoint</p> <p>Option 3a - ANIMATION: Collaborate to animate sequences (under 3 minutes) for simple purpose using software such as I Can Animate, PowToon, ABCya Animation Studio, Scratch Junior (uses coding)</p> <p>Option 3b - ANIMATION: In teams, create a stop motion animation (under 1 minute) using their photographs of assembled scenes/characters. Using a digital camera &amp; tripod &amp; software such as iStopMotion</p>	<p><u>Make</u> Can they make for purpose; demonstrate increasingly fine hand-eye co-ordination, learn from any mistakes, refine/combine or modify ideas when necessary, and finish the activity?</p> <p>Option 1 - IMAGING: Create, edit &amp; manipulate: images, patterns (possibly for textiles), photographs - incorporating text art using imaging software such as Publisher, PhotoBooth, PS Express. Use a scanner/scanned images</p> <p>Option 2 - VIDEO: Collaborate to shoot/edit videos/films or make presentations using software such as Windows Movie Maker, iMovie, PowerPoint</p> <p>Option 3a - ANIMATION: In teams, create a short stop motion animation telling part of a story (with other teams telling their part, together making a whole story). Assemble scenes/characters; use a camera (plus tripod &amp; shutter release cable if possible); use software such as iStopMotion</p> <p>Option 3b - ANIMATION: In pairs, create a short animation sequence (under 1 minute) using coding software such as Scratch Junior</p>

	Option 4 - VIRTUAL SCULPTING: Sculpt virtually to create more complex objects using software such as 123D Sculpt	Option 4 - VIRTUAL SCULPTING: Collaborate to sculpt virtually. Create quite complicated objects that relate to other teams' virtual sculptures (possibly exhibiting them all in a virtual setting) using software such as 123D Sculpt
	<p><u>Knowledge and Understanding</u> Do they know what the Information Age/Digital Revolution is about: discuss how it has impacted their world.?</p> <p><b>Become vocab aware: Information Age, Digital Revolution, stop motion animation, software names/basic commands</b></p> <p><b>Identify key visual elements of their digital work from: line/point, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)</b></p>	<p><u>Knowledge and Understanding</u> Can they find out about the many physical application of digital information e.g. laser cutting, embroidery, tapestry, 3D printing?</p> <p><b>Vocab aware/know: that digital media is information encoded in a machine-readable format that can be created, viewed, distributed, modified and preserved on electronic devices.</b></p> <p><b>Identify key visual elements of their digital work from: line/point, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)</b></p>
<b>Generate ideas (In all areas of study)</b>	<p>Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to support work.</p> <p>Consider creative practitioners' reasons for working (if a stimulus) &amp; similarities/differences between the kinds of work they create.</p>	<p>Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to support work.</p> <p>Consider creative practitioners' reasons for working (if a stimulus) &amp; similarities/differences between the kinds of work they create.</p> <p>Extend thinking from the 'what' &amp; 'how' to the 'why'</p>
<b>In all areas of making</b>	Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions	Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions.
<b>In all areas of knowledge and Understanding</b>	Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)	Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism).