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| Art enquiry | Knowledge  | Skills | Vocabulary  |
| * Use sketchbooks to collect, record and evaluate ideas **(National Curriculum Objective)**
* Improve mastery of techniques such as drawing, paintings and sculpture with varied materials **(National Curriculum Objective)**
* Learn about great artists, architects and designers **(National Curriculum Objective)**
* Select ideas based on first hand observations, experience or imagination and develop these through open ended research
* Refine his/ her use of learnt techniques
* Adapt his/ her own final work following feedback or discussion based on their preparatory ideas
* Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts
* Explain and justify preferences towards different styles and artists
 | * Can they make a record about the styles and qualities in their work?
* Can they say what their work is influenced by?
* Can they include technical aspects in their work, e.g. architectural design?
 | Drawing* Do their sketches communicate emotions and a sense of self with accuracy and imagination?
* Can they explain why they have combined different tools to create their drawings?
* Can they explain why they have chosen specific drawing techniques?
 | Materials, draw, paint, sculpture, colour, pattern, texture, line, shape, form, space, print, sort, cut, tear, weave, thread, light, dark, pressing, rolling, rubbing, stamping, tones, mosaic, montage, wash, effects, stitch, quilt,, tactile, figures, graphics, digital images, sewing, reflections, mood and feeling, applique, embroidery, mouldable, animation, overprintArtists, craftsmen, designers, observations, products, Architects, technical aspectsTools, pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, glue, fabric, crepe, paper, magazine, clayPrimary and secondary coloursReflect, annotations, tactile |
| Painting* Can they explain what their own style is?
* Can they use a wide range of techniques in their work?
* Can they explain why they have chosen specific painting techniques?
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| Printing* Can they overprint using different colours?
* Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?
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| Collage* Can they justify the materials they have chosen?
* Can they combine pattern, tone and shape?
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| Sketchbook* Do their sketch books contain detailed notes, and quotes explaining about items?
* Do they compare their methods to those of others and keep notes in their sketch books?
* Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.
* Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
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| Challenge  |
| Art enquiry | understanding | Skills | Cultural Capital |
|  |  | 3D/ Textiles* Can they create models on a range of scales?
* Can they create work which is open to interpretation by the audience?
* Can they include both visual and tactile elements in their work
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| ICT* Do they use software packages to create pieces of digital art to design.
* Can they create a piece of art which can be used as part of a wider presentation?
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