



Art

All Saints CEVA Primary School.



"I found I could say things with colour and shapes that I couldn't say any other way – things I had no words for." – Georgia O'Keeffe (Artist).

Our Aim

At All Saints Primary School, we want to equip children with the skills and techniques they need to be able to express their responses to ideas, as well as themselves, via a visual or tactile form. We believe that art stimulates creativity and imagination and plays a vital part in us providing a broad and balanced curriculum. We believe that children should be provided with a creative and safe space to explore and develop their artistic skills, which will therefore increase their confidence, perseverance and understanding of others.

Art allows children to communicate what they see, feel and think through the use of drawing, painting, print making and 3D design. Within this they will think about the use of colour, texture, form patterns and use different materials and processes. Children will then be able to see their work being celebrated via displays and creating an engaging environment for all areas of their learning.

Art does not need to be taught in isolation and can be a great way to bring creativity and imagination to other areas of learning, as well as increasing children's cultural capital, whilst still focusing on developing the children's artistic skills.

It is important that children are also aware of the work famous artists so that they can develop their knowledge of different styles, techniques and art forms. Within this, children will express their opinions of the artist's work and respond to their work in a creative way. This will not be by replicating the work of artists but rather by children taking inspiration from the artist and applying this to their own artwork.

Teaching and Learning

To enable children to feel less anxiety about putting pen to paper, we begin with short burst 'starters' in which we will reinforce the idea that art comes in different forms and that we need to accept and expect a difference in response when looking at children's final work. These starters will be introduced at the start of a topic/skill and will focus on that skill (see Appendix 1). To celebrate this difference in responses we will ensure that a range of children's work is celebrated and displayed across the school.

Our long term planning ensures that all year groups are accessing the 6 areas of art we cover and will be progressing according to the agreed progression document (see Appendix 2).

To enhance the children's learning and give their art a purpose, we will look for any opportunities in which children can submit their own or group artwork to a competition or other art related events.

To show how children are progressing these skills, we keep a record of the children's artwork in a sketchbook which follows them up through the school, starting in Year 2. This sketchbook will include all the processes children have practiced and experimented with leading up to the final piece and the final piece may be a photograph so that their actual work can be displayed and celebrated.

Outcomes:

Our art curriculum is thoughtfully planned out to ensure progression and opportunity for experimenting with all aspects of Art and Design are covered across all year groups.

Progress can be clearly seen through the use of sketch books, the process leading up to a final piece as well as targeted activities that will take place across every year group in the school. Any assessment will be based on the agreed progression document and whether children are able to access and use the four areas within this, appropriate to their year group objectives.

Children's work will be celebrated throughout the school, within classrooms and in corridors, which will also provide a visual representation of the progression from one year group to another.

Children will be confident to experiment within art lessons and feel less anxiety over the end product – they will understand that everyone responds to art in different ways and therefore our final product will not be a copy of the person next to us. This understanding of everyone having their own, unique response in art will increase children's understanding of others and the cross curricular links will help to develop children's cultural capital.

Appendix I

Starters for art lessons.

These starters are some ideas which could be used at the beginning of an art lesson/sequence of lessons. The aim of them is to show that art comes in all sorts of different forms, none of which are right or wrong or better than another. This will hopefully allow children to feel less pressure and anxiety when completing their own, individual artwork.

Drawing:

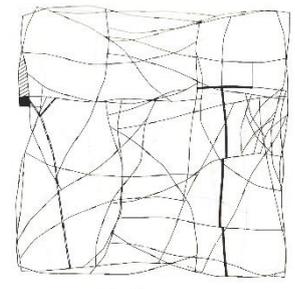
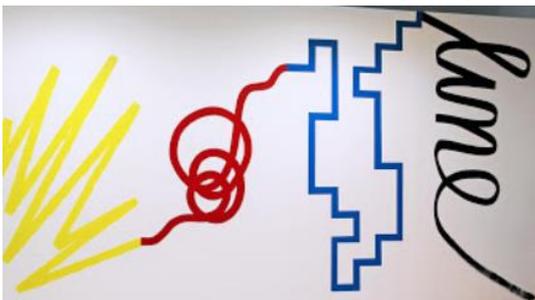
Dance drawing (elastic band activity)



Children to have a large piece of sugar paper in front them and a range of media – e.g. pencils of different grades, chalk, felt tips, etc. Children to be in a group of 3 to choose the media they want to use and place it within one elastic band (all three children using the same band). Teacher to then play music and the children to have a 'dance' with their elastic band and chosen media (children are responding to the music and producing a piece of art to reflect this). Teacher to stop music and children to choose a different media to use. Repeat activity. Children to then combine with another group (6 to one elastic band), choose a different media and repeat.

Taking a line for a walk

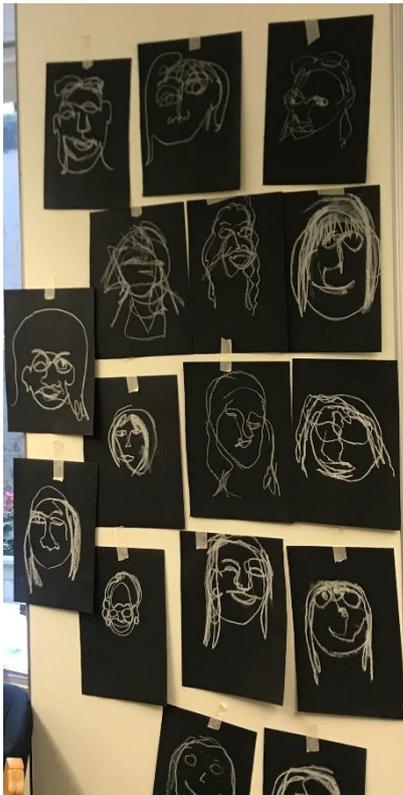
Tell the children a story (could be one you have made up or any other short story), whilst they are listening that can take their pencil (line) for a walk. This could also be used as a pre-assessment to see if any children are using the techniques you are planning to teach.



Drawing twins

In pairs children take it in turns to draw on their partners back whilst that person draws what is being drawn on their back on the piece of paper in front of them. Children are not allowed to talk to one another to give instructions. Encourage children to find their drawings amusing and make it very clear that the expectations are not that they will create an artistic masterpiece!

Chalk portraits Children to have a black piece of paper and white chalk. They are to sit facing their partner and draw a portrait of them. Rule: they are not allowed to take their chalk off of the paper and they are not allowed to look at the paper they are drawing at. Get the children to turn over their paper and complete the task again, but this time using their other hand. You could display the children's finished work as a gallery; children could choose the side of the paper they prefer.



Painting

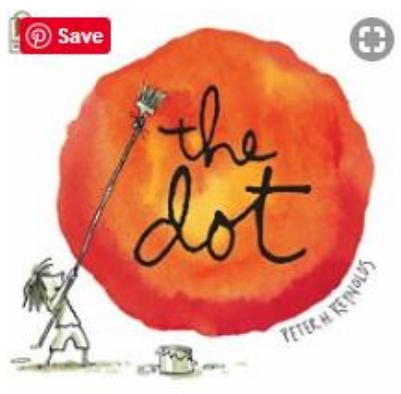
Artists pallet

Children to be given a piece of paper which they rip/cut into the shape of an artists pallet. They should place the 'magic six' on their pallet. (2 of each primary colour – a warm and a cold shade). This will give them ownership over their mixing and creation of colours and mean that they will not have to share this space with anyone else!



Make a mark (and see where it takes you)

Share the book 'The Dot' with the children and talk about what is 'art'? Get children to choose a media/colour and get them to make a mark – encourage children to not have in mind what they want to draw and just see where that mark takes them. Give children x amount of time and then get the children to walk around to see what other children have created from the same set of instructions – discuss how they have all responded to the media and 'make a mark' instruction in different ways and yet they have all created artwork to be celebrated – could even create a gallery display celebrating the children's dots/marks.



Take a paintbrush for a walk

See 'take a line for a walk' and repeat using painting media – gives children a chance to explore different types of paints, brushes, etc. with no pressure to produce a masterpiece!



3D/Sculpture

Place a blank piece of paper in front of children. Tell them to rip it up (in any way they like). Then tell the children they need to create a piece of art from what they have just made – children will all have different starting points due to what they have just ripped/made. Tell the children to not set out to make a certain thing but to start to play with the pieces of paper and when they get inspired to go with that idea and create it. This is not limited to being flat on the table, they may bend to make it more 3D, create a pattern or create a shape/animal. This does not need to be stuck in – it can go straight in the bin (after being admired by the rest of the class), again taking the pressure off creating art.



Artist Study and Evaluation

Spot the difference

Get the children talking by showing them two pieces of work – could be by the same artist or two very different artists. Get them to compare the pieces by playing a game of spot the difference.



Identifying art

Show children some different pictures of art – a range of different styles, media, artists etc. and get them to discuss if what they see is art or not.

Graffiti or Art?



Appendix 2

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the</p>	<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements..</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Further develop drawing a range of tones, lines using</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple</p>

		<p>differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p> <p>Artist suggestions: Van Gogh, Seurat.</p>	<p>links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Artist suggestions: Durer, Da Vinci, Cezanne</p>	<p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Artist suggestions: Picasso, Hopper, Surrealism etc.</p>	<p>a pencil. Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Goya, Sargent, Holbein.</p>	<p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Artist suggestions: Moore sketchbooks, Rossetti, Klee, Calder, Cassat.</p>	<p>perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Artist suggestions: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
Painting	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</p>	<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour,</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different</p>

	<p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>range of media. Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p> <p>Artist suggestions: Klimt, Marc, Klee, Hackney.</p>	<p>and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Artist suggestions: Pollock, Riley, Monet, Aboriginal.</p>	<p>explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Artist suggestions: Rothko, Rivera, Indian Miniatures, O'Keeffe, Abstract, Expressionism.</p>	<p>Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artist suggestions: Hopper, Rembrandt.</p>	<p>shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Artist suggestions: Lowry, Matisse,</p>	<p>effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>
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						Margritte.	Artist suggestions: Have opportunity to explore modern and traditional artists using ICT and other resources.
Print Making	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing; drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: Sling and card. Begin to identify forms of printing: Books, posters pictures, fabrics.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing; drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono-printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Explore the work of a range of artists, craft makers and</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Discuss and review own and others work, expressing thoughts and</p>

		<p>work and that of other artists and the techniques they had used.</p> <p>Artist suggestions: Warhol, Hokusai</p>	<p>designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Artists: Hiroshige, Escher</p>	<p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Artist suggestions: Morris, Labelling</p>	<p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Rothenstein, Kunisada</p>	<p>their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Artist suggestions: Advertising, Bowden</p>	<p>feelings explaining their views. and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Artist suggestions: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
Textiles	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look and talk about what</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Use more than one type of stitch. Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Use a sketchbook to plan</p>	<p>Show awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Explore using resist paste and batik.</p>	<p>Plan a design in a sketchbook and execute it.</p> <p>Use a technique as a basis for stitch embroidery.</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik.</p> <p>Use sketchbooks to collect and record visual information from different sources. To record textile</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Continue to gain experience in batik- use more than one colour.</p> <p>Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p>	<p>Experiment with a variety of techniques exploiting ideas from sketchbook.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Use sketchbooks to collect and record visual</p>

	<p>they have produced, describing simple techniques and media used.</p>	<p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Artist suggestions: Ashley, Fassett, African/ Indian.</p>	<p>and develop simple ideas and making simple informed choices in media.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further.</p> <p>Artist suggestions: Textiles from other countries.</p>	<p>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Identify changes they might make or how their work could be further developed.</p> <p>Artist suggestions: Adire, batik art, tie dye.</p>	<p>explorations and experimentations as well as try out ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics, Use language appropriate to skill and technique.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Artist suggestions: Indian Embroiders.</p>	<p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</p> <p>Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Change and modify threads and fabrics, Use language appropriate to skill and technique.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further, Identify artists who have worked in a similar way to their own work.</p> <p>Artist suggestions: Nigerian tie dye, java batiks.</p>	<p>information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Use language appropriate to skill and technique.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Artist suggestions: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
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3D Design	<p>Using materials such as playdough and clay I can:</p> <ul style="list-style-type: none"> Experiment with my hands to manipulate different materials to create shape and texture. To experiment with and begin to use tools to manipulate and cut materials to create shape and texture. 	<p>I can use both hands and tools to build.</p> <p>I can use tools to carve into media.</p> <p>I can use a modelling media to make different shapes.</p> <p>I can make simple joins by manipulating modelling material.</p>	<p>I have an awareness of natural and man-made forms.</p> <p>I can shape and form from direct observation.</p> <p>I can use a range of decorative techniques.</p> <p>I can make constructions from junk materials.</p> <p>I can replicate patterns and textures in a 3D picture.</p> <p>I can talk about my own work and that of other sculptors.</p>	<p>I can understand the qualities and potential of constructional and malleable materials.</p> <p>I can investigate, analyse and interpret natural and man-made forms and environments.</p> <p>I can plan and develop ideas in a sketchbook and make informed choices about media.</p> <p>I can experiment with surface patterns / textures.</p>	<p>I can work safely, to organise the working area and clear away.</p> <p>I can consider light and shadows, form and space.</p> <p>I can use a sketchbook to inform, plan and develop ideas</p>	<p>I can shape, form, model and join with confidence.</p> <p>I can produce more intricate patterns and textures.</p> <p>I can take into account the properties of media being used.</p> <p>I can discuss my own work and the work of other sculptors and make comparisons between them</p>	<p>I can work directly from observation or imagination with confidence.</p> <p>I can discuss and evaluate own work and that of other sculptors in detail.</p> <p>I can make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas and feelings</p>
Artist studies and evaluation	<p>I can talk about my ideas and processes that lead me to make the art I have created.</p> <p>I can state whether I like a piece of artwork and explain why/why not.</p>	<p>I can select the best work and say why it's my favourite.</p> <p>I can give my opinion of the artwork.</p> <p>I can say what I like/dislike about the art.</p> <p>I can say what I think is going on in this art work.</p> <p>I can tell you about the colours in the artwork.</p>	<p>I can give the art 3 stars and a wish.</p> <p>I can say if I would like the artwork in my house and give reasons for my answer.</p> <p>I can say what things are similar or different in the artwork.</p> <p>I can say how I think the artist made this artwork.</p> <p>I can say which colour was used most in the artwork and why this might have been used.</p>	<p>I can think of a title for the artwork. I can say why I think that title is a good idea.</p> <p>I can think of some questions that I would ask the artist about his/her work.</p> <p>I can think of some problems that the artist may have had when they created the artwork.</p> <p>I can talk about my opinion of the work.</p>	<p>I can say which artist I would most like to meet and why.</p> <p>I can say who would appreciate this artwork and why.</p> <p>I can devise plans to market or make the artwork more valuable.</p> <p>I can rank the paintings from my favourite to my least favourite.</p> <p>I can think of a suitable title for some artwork and can explain how I arrived at that idea.</p>	<p>I know how this artwork should be viewed/treated in the future.</p> <p>I can imagine changes in the artwork and can predict changes in meaning.</p> <p>I can think of some alternative titles for some artwork.</p> <p>I can explain what I think the artist is trying to say about the subject matter.</p> <p>I can discuss why the artist used this medium/style/technique.</p>	<p>I can talk about the social/historical significance of the artwork.</p> <p>I know how I could render the subject/theme differently.</p> <p>I can interpret the artwork through the eyes of another.</p> <p>I can talk about in what ways the picture illustrates various elements and principles of art.</p> <p>I can discuss the main theme of the artwork.</p>

					I can discuss the artist's main message of their art.		I can compare the artwork to other artwork by the same artist or other artists. I can explain my emotional response to the artwork.
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