

Blenheim Park Academy Art Skills & Knowledge Progression



National Curriculum expectations

Level expected at the end of the Early Years

The Early Learning Goals that link most closely to the Art and Design National Curriculum have been selected:

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about 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.

Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- **produce creative work, exploring their ideas and recording their experiences;**
- **become proficient in drawing, painting, sculpture and other art, craft and design techniques;**
- **evaluate and analyse creative works using the language of art, craft and design;**
- **know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms**

1. Progression of knowledge - Art History

Sculpture and architecture including Early Civilizations c.2000BC- 500CE			
	Knowledge	Architecture	Artists/Sculptors
KS1	<ul style="list-style-type: none"> To know that sculpture and architecture were forms of art in Early Civilisations. 	To name 4 iconic buildings/structures: - <ul style="list-style-type: none"> ❖ Sydney Opera House (Australia) ❖ The Eiffel Tower (France) ❖ The leaning Tower of Pisa (Italy) ❖ Tower Bridge (London) 	
LKS2	To know that sculpture and architecture were forms of art in Early Civilisations.	To name 3 iconic buildings/structures: - <ul style="list-style-type: none"> ❖ Norwich Cathedral ❖ The Palace of Westminster ❖ St Paul's Cathedral 	To be able to recognise the following Ancient Greek Architecture and Sculptors <ul style="list-style-type: none"> ❖ Myron who is known for his sculptures of athletes. ❖ Phidias was a Greek sculpture who is best known for the Parthenon Frieze ❖ Polykeitos is known as the best sculptor of men, with most of his work being male athletes with idealized body proportions. To know the following key artists: <ul style="list-style-type: none"> ❖ Henry Moore who is most famous for ❖ Alberto Giacometti who is most known for
UKS2	<ul style="list-style-type: none"> To know that the science and art of designing buildings is known as architecture. People who practice architecture are called architects. Architects express and artistic vision through the size, shape, colour, materials and style of a building's elements. Architects must design a building that has a specific purpose/use. A Sculptor can create work by carving or 	To name 6 iconic buildings/structures: - <ul style="list-style-type: none"> ❖ The Gherkin ❖ The Shard ❖ Statue of Liberty, ❖ Guggenheim Museum, ❖ Sainsbury Centre, ❖ Angel of the North 	To know the following key artists: <ul style="list-style-type: none"> ❖ Dame Barbara Hepworth was an English artist and sculptor. Her work exemplifies Modernism and in particular modern sculpture. ❖ Tony Cragg is a British sculptor known for his exploration of unconventional materials ❖ Sir Richard Long, is an English sculptor and one of the best-known British land artists. ❖ Antony Gormley is widely recognised for his sculptures,

	<p>chiselling (wood or stone); by modelling (as in clay) or by casting (as in metal) for its own sake – there doesn't have to be a use or purpose.</p> <ul style="list-style-type: none"> • Early Civilisation art includes sculptures, building/structures, frescoes, metal work and pottery. 		<p>installations and public artworks. His work investigated the relationship of the human body to space.</p> <ul style="list-style-type: none"> ❖ Rachel Whiteread is an English artist who primarily produces sculptures which typically take the form of casts. She was the first woman to win the annual Turner Prize in 1993 ❖ Shaun Gilbert is a Norwich based chainsaw artist. He carves his structures with a chainsaw and chisel.
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Renaissance 1400 and Baroque 1650		
	Knowledge	Artists
KS1	<ul style="list-style-type: none"> • To know that the Renaissance and Baroque are periods of art from the past 	<p>To name 2 artists from this art period: -</p> <ul style="list-style-type: none"> ❖ Leonardo Da Vinci was an Italian painter, scientist, engineer, sculptor and architect. He is famous for painting the Mona Lisa ❖ Donatello was a sculptor who is famous for the sculpture of David
LKS2	<ul style="list-style-type: none"> • To know that the Renaissance period began in 1300s in Italy. • In this period there was an increased awareness of nature and an interest in people. • The Baroque was an elaborate style of art that existed in Europe from the late 1500s to the middle 1700s. • Baroque paintings, sculptures, and buildings, are known for their richness and drama. The grand works of art were meant to appeal to a person's emotions or senses. 	<p>To name 3 artists from this art period: -</p> <ul style="list-style-type: none"> ❖ Sandro Botticelli is famous for his mythological and religious paintings. ❖ Michelangelo Buonarotti is famous for his sculpture of David ❖ Johannes Vermeer is a famous Dutch artist who painted scenes from within people's homes.
UKS2	<ul style="list-style-type: none"> • To know the Renaissance period began in 1300s in Italy. • In this period there was a reinterest in the artistic achievements of the classical world. There was an increased awareness of nature and an interest in people in this period. • The Baroque was an elaborate style of art that existed in Europe from the late 1500s to the middle 1700s. • Baroque paintings, sculptures, and buildings, are known for their richness and drama. The grand works of art were meant to appeal to a person's emotions or senses. 	<p>To name 2 artists from this art period: -</p> <ul style="list-style-type: none"> ❖ Michelangelo da Caravaggio, was an Italian painter active in Rome for most of his artistic life. He used close physical observation with a dramatic use of contrast between light and dark. ❖ Rembrandt was a Dutch Golden Age painter, printmaker and draughtsman. He is generally considered as one of the greatest visual artists in the history of art and the most important in Dutch history.

Impressionism 1860- 1880 and Post Impressionism 1880.

	Knowledge	Artists
KS1	<ul style="list-style-type: none"> To know that Impressionism and Post-Impressionism are periods of art from the past. 	To name 5 artists from this art period: - <ul style="list-style-type: none"> ❖ Claude Monet who is famous for his landscape paintings. ❖ Paul Gauguin is famous for the way that he used colour. ❖ Henri Matisse who is famous for his use of colour and original ideas ❖ Paul Cezanne who is famous for painting more than 900 art works ❖ Vincent van Gogh is famous for the influence he had on world art.
LKS2	<ul style="list-style-type: none"> To know that Impressionism is a style of painting which began in France in the late 19th Century. Impressionist painting shows life-like subjects painted in a broad, rapid style, with brushstrokes that are easily seen and colours that are often bright. To know that Post-Impressionism is a term used to describe the development of French art after Edouard Manet (1832-1883). 	To name 5 artists from this art period: - <ul style="list-style-type: none"> ❖ Edgar Degas was a French Impressionist artist famous for his pastel drawings and oil paintings that show movement. ❖ Henri Rousseau was a French post-impressionist painter who was untrained and famous for his simple style. ❖ Pablo Ruiz Picasso was a Spanish painter, sculptor, printmaker, ceramicist and theatre designer.
UKS2	<ul style="list-style-type: none"> Impressionism originated with a group of Paris-based artists during the 1870s and 1880s. The art movement is characterised by relatively small, thin, yet visible brush strokes, an emphasis on light and how light changes. The Impressionists faced harsh opposition from the conventional art community in France. The name of the style was originally an insult. Post-Impressionism was the term applied to the reaction against impressionism led by Paul Cézanne, Paul Gauguin, Vincent van Gogh, and Georges Seurat. It can be roughly dated from 1886 to 1905. Post-Impressionism artists favoured an emphasis on abstract qualities or symbolic content. 	To name 2 artists from this art period: - <ul style="list-style-type: none"> ❖ Pierre-Auguste Renoir was among the key artists who launched the Impressionism movement in the 1870s. He is one of the most highly regarded artists of his time. ❖ Camille Pissarro was an Impressionist and Post-Impressionist painter. Pierre-Auguste Renoir referred to his work as "revolutionary", through his artistic portrayals of the "common man", as Pissarro insisted on painting individuals in natural settings without "artifice or grandeur".

Art Nouveau 1890's & Art Deco 1920's		
	Knowledge	Artists
KS1	<ul style="list-style-type: none"> To know that Art Nouveau and Art Deco are styles of art, architecture and design from the past 	To name 3 artists from this art period: - <ul style="list-style-type: none"> ❖ William Morris who is famous for his patterned designs, ❖ Charles Rennie Mackintosh who was an architect. He also designed furniture, lights and wallpaper for some buildings. ❖ Clarice Cliff was an English artist famous for her ceramic designs
LKS2	<ul style="list-style-type: none"> To know that Art Nouveau is a style of decorative art, architecture, and design from around 1890 to 1914. The style features detailed designs and flowing curves. To know that Art Deco was the main decorative art style of the 1920s and 1930s. The style features geometric shapes and strong colours and was used in household objects 	To name 1 artist from this art period: - <ul style="list-style-type: none"> ❖ George Lepape who is famous for his fashion illustrations To name 1 iconic building that was built in the Art Deco style: - <ul style="list-style-type: none"> ❖ Chrysler Building in New York
UKS2	<ul style="list-style-type: none"> To know that Art Nouveau is a style of decorative art, architecture, and design prominent in western Europe and the USA from about 1890 until the First World War. It is characterised by intricate linear designs and flowing curves that are based on natural forms. To know that Art Deco was the main decorative art style of the 1920s and 1930s. It is characterised by precise and boldly intricate geometric shapes and strong colours. It was used most notably in household objects and in architecture. 	To name 3 artists from this art period: - <ul style="list-style-type: none"> ❖ Winold Reiss is known for his Indian portrait and mural painting. ❖ Horace Taylor was an English artist and poster designer. His posters are always brightly coloured and eye-catchingly Art Deco in their stylisation ❖ Charles Andre Mare was a French painter and textile designer. He was one of the founders of the Art Deco movement.

Pop Art 1954-70		
	Knowledge	Artists
KS1	<ul style="list-style-type: none"> To know that Pop Art is a fun style of art from the past. Pop Art can be identified by bright colours and pictures of everyday items. 	To name an artist from this art period: - <ul style="list-style-type: none"> ❖ Andy Warhol was a famous Pop Art artist.
LKS2	<ul style="list-style-type: none"> To know that Pop Art is an art movement that started in Britain and the United States during the 1950s. Pop Art features images from what is popular such as advertising, comic books and everyday objects. 	To name an artist from this art period: - <ul style="list-style-type: none"> ❖ Sarah Morris who is known for her geometric shapes, pastel colours and work that is often large. ❖ James Rosenquist who is famous for his pictures of everyday objects ❖ Robert Indianan who is best known for his cards and sculptures of the word 'love' ❖ Roy Lichtenstein who is most famous for his comic book style

UKS3	<ul style="list-style-type: none"> • To know that Pop art is a modern art movement that developed in the 1950s and 1960s. • It was created in 1952 in London by Eduardo Paolozzi was a Scottish Sculptor and artist. • Andy Warhol, Robert Indiana and Roy Lichtenstein are examples of pop artists. • Pop art has themes and techniques drawn from popular mass culture such as advertising and comic books 	<p>To name an artist from this art period: -</p> <ul style="list-style-type: none"> ❖ M.C. Escher was a Dutch graphic artist who made mathematically inspired woodcuts, lithographs and mezzotints. ❖ Edward Bawden was an English painter, illustrator and graphic artist, known for his prints, book covers, posters, and garden metalwork furniture. ❖ Robert Rauschenberg was an American painter and graphic artist whose early works anticipated the pop art movement.
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Contemporary Art		
	Knowledge	Artists
KS1	<ul style="list-style-type: none"> • To know that Contemporary Art is art from the current time (now) 	<p>To name 2 artists from this art period: -</p> <ul style="list-style-type: none"> ❖ Yayoi Kusami who is famous for her sculpture and use of dots. ❖ Andy Goldsworthy who is famous for his sculptures and land art.
LKS2	<ul style="list-style-type: none"> • To know that Contemporary Art is art is the term used for art of the present day. Usually the artists are alive and still making work. • Know that Contemporary art is often about ideas and concerns, rather than solely the aesthetic (the look of the work). 	<p>To name 3 artists from this art period: -</p> <ul style="list-style-type: none"> ❖ Debbie Smith who is a textile artists identifiable for her thread drawings. ❖ Kirsty Whitlock who is a contemporary mixed media textile artist. ❖ Robert Smithson who was an American artist known for sculpture and land art
UKS2	<ul style="list-style-type: none"> • To know that Contemporary Art is art is the term used for art of the present day. Usually the artists are alive and still making work. • Know that Contemporary art is often about ideas and concerns, rather than solely the aesthetic (the look of the work). • Contemporary artists use whatever they think illustrates their idea most appropriately. Artists have very different methods and materials to use. Some use painting but there is also photography, sculpture, film, new media, live performance, light, sound and installation. Contemporary art is therefore very varied 	<p>To name 6 artists from this art period: -</p> <ul style="list-style-type: none"> ❖ Kazuhito Takadoi who uses nature to create art work. ❖ Lauren Di Cioccio is a textile artist ❖ Karen Wyeth is a felt artist ❖ Kara Walker is an American contemporary artist. She is best known for her room-size tableaux of black cut-paper silhouettes. ❖ Robert Rauschenberg was an American painter and graphic artist. ❖ Richard Hamilton was an English painter and collage artist

2. Progression in skills

Strand	Art work - work of artists
<p>KS1</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum</p> <p>To understand 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>Children can:</p> <ul style="list-style-type: none"> a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable artists to create their own work and compare; d use key vocabulary to demonstrate knowledge and understanding in this strand – see artists listed on pages 5-10.
<p>LKS2</p>	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use inspiration from famous artists to replicate a piece of work; b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect; d use key vocabulary to demonstrate knowledge and understanding in this strand – see artists listed on pages 5-10
<p>UKS2</p>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; c use key vocabulary to demonstrate knowledge and understanding in this strand: see artists listed on pages 5-10

Strand	Exploring and Developing Ideas
KS1	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.
LKS2	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.
UKS2	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Strand	Drawing
KS1	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.
LKS2	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ul style="list-style-type: none"> a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.
UKS2	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ul style="list-style-type: none"> a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Strand	Painting
KS1	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.
LKS2	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.
UKS2	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

Strand	Collage
KS1	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.
LKS2	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.
UKS2	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can:</p> <ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

Strand	Printing
KS1	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can:</p> <ul style="list-style-type: none"> a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.
LKS2	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ul style="list-style-type: none"> a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.
UKS2	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ul style="list-style-type: none"> a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

Strand	Sculpture
KS1	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.
LKS2	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.
UKS2	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

Strand	Digital media
KS1	<p>Children use a variety of digital media techniques:</p> <ul style="list-style-type: none"> • Explore ideas using digital sources e.g. internet, CD-ROMS, iPads. • Use simple graphics program to create images and effects using different lines by changing the size of the brushes. • Manipulate shapes by using shape and fill colour tools, and edit using eraser tool. • Use simple filters to manipulate and create images. • Use basic selection and cropping tools. <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <ol style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.
LKS2	<p>Children use a variety of digital media techniques:</p> <ul style="list-style-type: none"> • Record and collect visual information using digital cameras and video recorders. • Present recorded visual images using software e.g. iPads applications, PowerPoint etc. • Use a graphics package to create images and effects. • Increase control and precision of brush tools when drawing lines. • Change brush tool type to an appropriate style e.g. charcoal. • Create shapes by making selections to cut, duplicate and repeat. • Experiment with colours and textures by making an appropriate choice of special effects and simple filters, to manipulate and create images. <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ol style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.
UKS2	<p>Children use a variety of digital media techniques:</p> <ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras and video recorders. • Present recorded visual images using software e.g. iPads applications, PowerPoint etc. • Use a graphics package to create and manipulate new images. • Be able to import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering. • Create layered images from original ideas (sketchbooks etc.). They begin to understand more about clay modelling and using different tools with clay. They will be more

reliant on their own ideas and knowledge of sculpture during the planning and designing process.

KS2 Art and Design National Curriculum

To become proficient in sculpting techniques.

To improve their mastery of art and design techniques, including sculpting with a range of materials.

Children can:

- a plan and design a sculpture;
- b use tools and materials to carve, add shape, add texture and pattern;
- c develop cutting and joining skills, e.g. using wire, coils, slabs and slips;
- d use materials other than clay to create a 3D sculpture;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.