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|                   | materials, tools and techniques, experimenting with colour, design, texture, form and function.  |   | <i>the first mark but seek to refine and improve)</i>                                     | and techniques in order to create their own work.                                    | <i>brushes for different purposes)</i>  | skills to make work which effectively reflects their ideas and intentions.          |  |
|                   |  |   |   | Very similar/repetitive from Y3 upwards  |   |   |  |
| <b>Evaluating</b> | Recognise and describe key features of their own and others' work<br><br><ul style="list-style-type: none"> <li>Checking how well their activities are going</li> <li>Changing strategy as needed</li> <li>Reviewing how well the approach worked</li> </ul> | Describe what they think about the work of others | Express clear preferences and give some reasons for these (e.g. "I like that because...") | Reflect upon what they like and dislike about their own work in order to improve it. | Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. | Analyse and reflect on their progress taking account of what they hoped to achieve. | Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work |
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| <b>Generating ideas</b>                           | Work purposefully responding to colours, shapes, materials etc. | Recognise that ideas can be expressed in art work | Experiment with different techniques and make sensible choices about what to do next to improve | Gather and review information, references and resources related to their ideas and intentions.         | Select and use relevant resources and references to develop their ideas.  | Engage in open ended research and exploration in the process of initiating and developing their own personal ideas  | Independently develop a range of ideas which show curiosity, imagination and originality  |
| <b>Skills of Designing &amp; Developing Ideas</b> | Create simple representations of people and other things        | Experiment with a range of materials and media.   | Use drawing to record ideas and experiences.  | Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. | Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i> | Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. | Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i> |

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**Kommentar [HE4]:** Specifying people is a bit developmental – need to also mention ideas and experiences. Could say. E.g, people...

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| <p><b>Making</b></p> <p><i>Skills of Making Art, Craft and Design</i></p> | <p>Work spontaneously and enjoy the act of making/creating</p> <p>Sustain concentration and control when experimenting with tools and materials</p> | <p>Investigate a range of materials and processes and recognise that they have different qualities</p> <p>Use materials and media purposefully to achieve particular characteristics or qualities (colour, texture, tone, line, shape, form, pattern).</p> | <p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials and media they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i></p> | <p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> | <p>Investigate the nature and qualities of different materials and processes systematically.</p> <p>Apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i></p> | <p>Confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i></p> <p>Use their acquired skills to make work which effectively reflects their ideas and intentions.</p> | <p>Independently refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p> |
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| <b>Evaluating</b><br><i>Skills of Judgement and Evaluation</i> | recognise and describe key features of their own and others' work | Show interest in and describe what they think about the work of others | Express clear preferences and give some reasons for these (for instance, be able to say "I like that because...") | Reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) | Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. | Regularly analyse and reflect on their progress taking account of what they hoped to achieve. | Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work |
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| <p><b>Knowledge and understanding</b></p> <p><b>Acquiring and applying knowledge to inform progress</b></p> | <p>Know that art, <del>(design and craft)</del> is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>Know how to explain what they are doing</p> | <p><b>Know how to</b><br/>Recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>Know the names of the tools, techniques and the formal elements (<u>line</u>, colours, shapes, tones, <u>texture</u>, <u>pattern</u>, <u>formete</u>.) that they use.</p> | <p>Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.</p> <p>Talk about the materials, techniques and processes they have used, using an appropriate vocabulary (<del>for instance, they know the names of the tools and colours they use</del>)</p> | <p>Know about and describe the work of some artists, craftspeople, architects and designers</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with.</p> | <p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.</p> <p>Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p> | <p>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p> | <p>Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Know about the technical vocabulary and techniques for modifying the qualities of <del>different materials</del><u>different materials</u> and processes.</p> |
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| <p><b>Drawing</b></p> <p>Pencil, crayon, pastel, charcoal, chalks, felt pen, ICT (where appropriate)</p> | <p>Develop a range of techniques <del>such as</del> (e.g. hatching, scribbling, stippling and blending) to create light/dark <del>tone and/or texture.</del> <del>create light/dark tone.</del></p> <p><del>Use graded pencils to create. Experiment with different tones using graded pencils.</del></p> <p><del>Begin to show consideration in the choice of pencil grade they use</del></p> <p><del>Develop an awareness of Use techniques to show the effects of light on form (reflection/shadow). through the use of tone.</del></p> <p><del>Explore ways of adapting line and tone through sketching (mark making) from observational drawing.</del></p> <p>Explore how artists use line, colour and pattern to reflect mood.</p> <p><del>Understand-Develop perspective in art work.-</del></p> | <p><u>Develop scale and proportion in art work.</u></p> <p><u>Begin to show an awareness of objects having a third dimension.</u></p> | <p><u>Begin to show an awareness of objects having a third dimension.</u></p> | <p><u>Use graded pencils to create different tones</u></p> |  |  |  |
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|                     | <p><u>Understand-Develop scale and proportion in art work.</u></p> <p><u>Begin to show an awareness of objects having a third dimension.</u></p>  |                          |  |  |  |  |  |
| ▲ <b>Vocabulary</b> | <p><u>Pattern, shape, line, form, tone, texture, colour, mood</u></p> <p><u>scale</u></p> <p><u>Horizon</u></p> <p><u>Focal point</u></p> <p><u>Observational</u></p> <p><u>Landscape</u></p> <p><u>Portrait</u></p> <p><u>Figures</u></p> <p><u>View finder</u></p> <p><u>Landscape</u></p> <p><u>Portrait</u></p> <p><u>Composition</u></p> <p><u>Mid ground</u></p> <p><u>Back ground</u></p> <p><u>Foreground</u></p> |                          |  |  |  |  |  |
| ▲ <b>Painting</b>   | Use and understand  | <u>Use techniques to</u> |  |  |  |  |  |

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|  | <p>the term shade (lighten) and tint (darken) when <del>describing</del> observing tone.</p> <p><u>Use techniques to show the effects of light on form (reflection/shadow).</u></p> <p>Name the primary colours and <del>start to</del> mix a range of secondary colours.</p> <p>Mix paint to the appropriate consistency.</p> <p><u>Frame/field/focus through the use of viewfinders, pin-hole camera.</u></p> <p>Mix and match colours and accurately apply them to observational work.</p> <p><u>Develop an awareness of midground, foreground and background.</u></p> <p>Justify choices made e.g. brush size/scale/paper.</p> <p>Use overlapping techniques</p> | <p><u>show the effects of light on form (reflection/shadow).</u><br/>Understand the effects of light on form.</p> <p>Examine spatial relationships of images in composition.</p> <p>Select view with an awareness of foreground, midground, background.</p> <p>Frame/field/focus through the use of viewfinders, pin-hole camera.</p> |  |  |  |  |  |
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| <p>▲ <b>Vocabulary</b></p> | <p><u>tint</u><br/> <i>tone – light/dark,</i><br/> <i>intensity –</i><br/> <i>strong/weak,</i><br/> <u>shade</u><br/> <u>hue</u><br/> <u>mood</u><br/> <i>temperature –</i><br/> <i>warm/cold,</i><br/> <i>surface – shiny/matt,</i><br/> <i>pigment –</i><br/> <i>transparent/opaque-</i><br/> <u>Landscape</u><br/> <u>Portrait</u><br/> <u>Primary colours</u><br/> <u>Secondary colours</u><br/> <u>Complimentary colours</u><br/> <u>Horizon</u><br/> <u>Focal point</u><br/> <u>Observational</u><br/> <u>Wash</u><br/> <br/> <u>Three dimensional</u><br/> <u>Midground</u><br/> <u>Background</u><br/> <u>Foreground</u></p> | <p>dark/light,<br/> pale/deep,,<br/> bright/dull.<br/> <br/> Landscape, portrait</p> |  |  |  |                                    |  |
| <p>▲ <b>Sculpture</b></p>  | <p>▲ Use tools and equipment safely and in the correct way.<br/> <br/> <u>Make a slip to join pieces of clay.</u><br/> <br/> Use the skills of cutting and carving to create form.<br/> <br/> <u>Explore plane and structure</u><br/> <br/> <u>Shape and model materials for a</u></p>   |  |  |  |  | <p>Explore plane and structure</p> |  |

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|   | <p><u>purpose</u></p> <p>Select and use appropriate techniques for joining materials (e.g. slip for clay, glue for card)</p>   |   |  |  |  |  |  |
|   | <p><u>Mould</u></p> <p><u>Construct</u></p> <p><u>Join</u></p> <p><u>Structure</u></p> <p><u>Plane</u></p> <p><u>Shape</u></p> <p><u>Form</u></p>  | ▲ |  |  |  |  | <p>mass, plane, assemblage, scale, relief, shadow, negative space, proportion.</p> |
| ▲ | <b>Vocabulary</b>  |   |  |  |  |  |  |
| ▲ | <p><u>Armature</u></p> <p><u>Carve</u></p> <p><u>Coil</u></p> <p><u>Pinch</u></p> <p><u>Glaze</u></p> <p><u>Natural</u></p> <p><u>Mana made</u></p> <p><u>Recycled</u></p> <p><u>Three dimensional</u></p> |   |  |  |  |  |  |
|   | <b>School Specific Artist Study</b>  | ▲ |  |  |  |  |  |
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