



**Armley Park**  
Primary School



## Art and Design Curriculum Overview

### Curriculum Intent

Our art and design curriculum is designed to develop confidence and resilience. We will equip children with the skills and techniques that they need to produce their own creative works. Children will grow an appreciation of art through exposure to great artists, craft makers and designers. We aim to inspire and engage children, showing them how art has shaped our history. We allow children to experiment, create and invent, as well as encouraging them to think critically about their work using the language of art, craft and design. Through high quality lessons and enrichment in KS2, we aim to develop essential characteristics of artists and give them further opportunity to express their artistic skills through practical knowledge. We will develop civic pride by exploring the contributions that art makes to our culture, creativity and the wealth of our nation. As a school, our aim is for children to gain an enjoyment of art through the participation of engaging art activities.

Our key substantive knowledge strands are:

- **Practical Knowledge (1. Media and materials; 2. Methods and Techniques; 3. Formal Elements of Art and the Principles of Art; 4. Technical Language; 5. Specialism)**
- **Theoretical Knowledge (The breadth of art and it's narrative through history)**

Long Term Overview

	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	Painting	Printmaking	Collage
<b>Year 1</b>	Painting	Printing	Drawing and sketching <b>Artist study: William Kentridge</b>
<b>Year 2</b>	Sculpture	Drawing and sketching	Collage <b>Artist study: Pablo Picasso</b>
<b>Year 3</b>	Drawing and sketching	Painting	Sculpture <b>Artist study: Louise Bourgeois</b>
<b>Year 4</b>	Collage	Drawing and sketching	Printing <b>Artist study: Henri Matisse</b>
<b>Year 5</b>	Drawing and sketching	Sculpture	Drawing/painting
<b>Year 6</b>	Painting		Drawing and sketching ( <i>Summer 1</i> ) <b>Artist study: Michael Tobin</b>  Collage ( <i>Summer 2</i> )

### Skills progression in our chosen specialisms

Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Experiment with mark making in different materials.</p> <p>Investigate textures by describing, naming, rubbing, copying</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and scales</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations,</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.</p> <p>Draw on different surfaces with a range of media.</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>Identify light and dark marks/shapes.</p> <p>Draw lines of different shapes and thickness.</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils.</p> <p>Explore hatching and cross-hatching.</p> <p>Observe and draw shapes with greater detail.</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>Begin to indicate facial expressions in drawings.</p> <p>Observe greater detail in portraits.</p> <p>Begin to show consideration in the choice of pencil grade they use.</p> <p>Make marks and lines with a wide range of drawing implements.</p> <p>Begin to show an awareness of objects</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.</p> <p>Master detail in portraits, capture an expression or mood.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Start to develop their own style using tonal contrast and hatching.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>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</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.</p> <p>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>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple</p>

<p>imagination and illustrations.</p> <p>Create simple representations of events, people and objects</p>	<p>Use simple vocabulary.</p>	<p>Show better control and draw for a longer period of time.</p>	<p>having a third dimension.</p> <p>Use media to achieve variations in tone/shading.</p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in their drawing.</p>	<p>Improve the awareness of 3D and proportion in shapes.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p> <p>Include in their drawing a range of techniques and begin to understand why they suit.</p> <p>Apply pattern and texture in a drawing by layering media.</p>	<p>focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>perspective in their work using a single focal point and horizon.</p> <p>Continue to master observational details.</p>
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## Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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.</p> <p>Mix and match colours to different artefacts and objects.</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including 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.</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 effects and textures inc. blocking in colour, washes, thickened paint</p>

<p>Explore working with paint on different surfaces and in different ways i.e. Coloured, sized and shaped paper.</p> <p>Experiment with adding materials to create texture.</p> <p>Use simple tools and techniques competently.</p> <p>Use a range of brush sizes and work on different types of paper.</p> <p>Create marks with a variety of tools</p>	<p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Mix primary shades and tones and name.</p>	<p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Add white and black to make tones.</p>	<p>complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash</p>	<p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence to create moods and expression.</p> <p>Work in the style of a selected artist (not copying).</p>	<p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Be able to identify and work with complementary and contrasting colours.</p>	<p>creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</p> <p>Develop a painting from a drawing.</p>
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### 3D and Sculpture

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</p>	<p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p>	<p>Use equipment and media with increasing confidence.</p>	<p>Use equipment and media with confidence.</p>	<p>Work in a safe, organised way, caring for equipment.</p>	<p>Work in a safe, organised way, caring for equipment.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p>

<p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. · Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Explore carving as a form of 3D art</p>	<p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p>	<p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Use recycled, natural and man- made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p>	<p>Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Show increasing confidence to carve a simple form.</p>	<p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings. Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>
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Collage

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Manipulates materials for a planned effect.</p> <p>Collage a range of fabrics.</p> <p>Sort materials according to specific qualities.</p> <p>Combine materials to create new effects.</p> <p>Fold, crumple and tear papers.</p> <p>Explore different methods of attaching materials.</p> <p>Experience different types of glue.</p> <p>Show experience in fabric collage: layering fabric.</p>	<p>Create images from a variety of media.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales.</p> <p>Collect, sort and match colours appropriate for an image.</p> <p>Create and arrange shapes appropriately.</p> <p>Produce an expanding range of patterns and textures</p>	<p>Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</p> <p>Create images from a variety of media.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales.</p> <p>Create select and use textured paper for an image.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p>Cut with precision.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p>Mix collage with other media.</p>	<p>Add collage to a painted, printed or drawn background. Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p> <p>Use a range of media to create collages.</p>	<p>Add collage to a painted, printed or drawn background. Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p> <p>Adapt, extend and justify their work.</p>

Printmaking

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy taking rubbings: leaf, brick, coin. 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>Print with a range of hard and soft materials.</p> <p>Experiment with printing using hands feet and fingers.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Experience impressed printing: e.g. printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge, to create patterns.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono - printing.</p> <p>Experiment with overprinting motifs and colour</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both monoprinting and relief printing.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</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>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 monoprint techniques.</p> <p>Begin to describe techniques and processes.</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>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</p>



## Digital Media

EYFS	Year 1 Digital Painting	Year 2 Digital Photography	Year 3	Year 4 Photo editing	Year 5 Vector graphics	Year 6 3D modelling
<p>Introduce 2 Simple or appropriate software to create colours &amp; shapes</p> <p>Use ICT to experiment with drawing lines and shapes.</p> <p>Use ICT to experiment with different colours and patterns.</p> <p>Take and use own photographs to cut and add to collage work – begin to use digital cameras to record own work.</p>	<p>Make marks on a screen and explain which tools I used.</p> <p>Draw lines on a screen and explain which tools I used.</p> <p>Use the paint tools to draw a picture.</p> <p>Make marks with the square and line tools.</p> <p>Use the shape and line tools effectively.</p> <p>Use the shape and line tools to recreate the work of an artist.</p> <p>Choose appropriate shapes.</p> <p>Make appropriate colour choices.</p> <p>Make dots of colour on the page.</p> <p>Change the colour and brush sizes.</p> <p>Use the dots of colour to create a picture in the style of an artist on my own.</p>	<p>Take photos in both landscape and portrait format.</p> <p>Improve a photograph by retaking it.</p> <p>Explore the effect that light has on a photo.</p> <p>Experiment with different light sources.</p> <p>Use a tool to achieve a desired effect.</p> <p>Apply a range of photography skills to capture a photo.</p> <p>Use images found on the computer in sketchbooks.</p> <p>Use eraser, shape and fill tools.</p> <p>Use basic selecting and cropping tools.</p>	<p>Create images, video and sound recordings and explain why they were created.</p> <p>Record and collect images using digital cameras and video recorders.</p> <p>Use the printed images they take with a digital camera and combine them with other media to produce art work.</p> <p>Present recorded visual images using software.</p> <p>Use the computer/IPads to create images and effects with lines by controlling the brush tool with increased precision. Changing the type of brush to an appropriate style e.g. charcoal.</p> <p>Experiment with colours and textures by making appropriate choice of special effects and simple</p>	<p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Use photo editing software to crop an image.</p> <p>Experiment with different colour effects.</p> <p>Add to the composition of an image by cloning.</p> <p>Remove parts of an image using cloning.</p> <p>Experiment with tools to select and copy part of an image.</p> <p>Combine text and my image to complete the project.</p>	<p>Experiment with shape and line tools.</p> <p>Move, resize and rotate objects I have duplicated.</p> <p>Modify objects to create a new image.</p> <p>Use the zoom tool to help me add detail to my drawings.</p> <p>Change the order of layers in a vector drawing.</p> <p>Use layering to create an image.</p> <p>Copy part of a drawing by duplicating several objects.</p> <p>Create a vector drawing for a specific purpose.</p> <p>Create a digital image with animation, video and sound to communicate ideas.</p>	<p>Add 3D shapes to a project.</p> <p>Move 3D shapes relative to one another.</p> <p>Lift/lower 3D shapes.</p> <p>Recolour a 3D object.</p> <p>Resize an object in 3D.</p> <p>Rotate objects in 3D.</p> <p>Use software packages to create pieces of digital art to design.</p> <p>Create a piece of art which can be used as part of a wider presentation.</p>

			filters to manipulate images for a particular purpose.			
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**Substantive Knowledge Summary**

EYFS				
Specialisms	Painting		Printmaking	Collage
<b>Media and Materials</b>	Children will learn how to explore paint, using fingers and other parts of their bodies as well as brushes and other tools.		Children will learn how to create simple prints.	Children will learn how to use one-handed tools and equipment, for example, making snips in paper with scissors.
<b>Methods and Techniques</b>	Children will learn how to use large-muscle movements to make marks. Children will learn how to use their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing. Children will learn how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Children will learn how to use large-muscle movements to paint and make marks. Children will learn how to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: paintbrushes. Children will learn how to explore colour and colour-mixing.	Children will learn how to create rubbings, Children will learn how to print using their hands and feet and fingers.	Children will learn how to use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Children will be able to talk about their creations, explaining the process they have used.
<b>Formal Elements and</b>	<i>Provision in EYFS ensures children are given the opportunity to explore colour, pattern, texture, line, shape, form, space and value. Whilst engaging in the 'Creative area', children have the opportunity to practice and explore these fundamental elements whilst developing their creativity and mastery of these techniques. Children in EYFS will also</i>			

<b>Principle Elements of Art</b>	<i>work through a range of disciplines: drawing, painting, printing, texture, collage, 3D work and digital art in order to explore the 7 elements of art, preparing them for the transition to KS1.</i>
<b>Technical Language</b>	<i>See vocabulary progression document.</i>
<b>Theoretical Knowledge</b>	<i>Through Artist of the month, children begin to talk about art and artists, and how it makes them feel, sharing their opinions and respecting different people's views.</i>

### Art & Design Key Vocabulary Development

	Drawing	Painting	3D and Sculpture	Collage	Printmaking
Reception	Draw Shape Pencil Colour Self-portrait	Primary Mixing Paint Water Brush Mixing Wiping Brush Amounts of water Wet Dry	Cutting/cut Sticking/stick Careful/carefully Scissors . .	Pattern Scissors Weave Fabric Cut . . .	Stamp Stencil Trace Print Press Repeat Rubbings
Year 1	Pencil/s Crayon/s Thick/ness Thin Line Grade	Justify materials Combine Pattern Tone Shape	Cut · Roll · Coil · Texture · Tools · Shape/s . .	Cut · Tear · Paper · Card · Collage · Gather · Sort · Material . .	Repeat/ing · Pattern · Print · Sponge · Vegetables · Fruit · Paper Textile Design Printing block

Year 2	Pencil/s · Crayon/s · Thick/ness · Thin · Line · Grade/s · Charcoal · Pastel View Tone/s Light Dark Pattern Texture	Painting · Mix · Match · Predict outcomes · Secondary · Tint Tones	Make · Clay · Join · Line· Shape	Create · Individual/group collage · Different materials · Repeated pattern · · ·	Print · Press · Roll/rolling · Rub/rubbing · Stamp/stamping· Designer · ·
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Year 3	Expression · Facial · Shade · Tone/s · Texture/s · Sketch/es · Explanation · · · · ·	Background · Wash · Range · Brushes · Different effects · Predict · Accuracy Colours Mix Primary Secondary Colour wheel	Add to · Create · Texture · Shape · Life size · Material/s · · ·	Cut · Accurate/ly · Overlap Material Experiment Colours Mosaic Montage	Printing block · Colour print · · · · · · · ·
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Year 4	<ul style="list-style-type: none"> <li>Facial expression ·</li> <li>Body language ·</li> <li>Sketch/es·</li> <li>Marks ·</li> <li>Lines ·</li> <li>Texture ·</li> <li>Tone ·</li> <li>Shape</li> <li>Colour</li> <li>Represent</li> <li>Figures</li> <li>Forms</li> <li>Movement</li> <li>Reflection</li> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>Facial expression ·</li> <li>Body language ·</li> <li>Create ·</li> <li>Colours ·</li> <li>Mood ·</li> <li>Shading ·</li> <li>Feeling</li> <li>·</li> <li>·</li> <li>·</li> </ul>	<ul style="list-style-type: none"> <li>Sculpt ·</li> <li>Clay ·</li> <li>Mouldable ·</li> <li>Material ·</li> <li>Experiment</li> <li>Combine materials</li> <li>Processes</li> <li>Design</li> <li>3d form</li> </ul>	<ul style="list-style-type: none"> <li>Ceramic mosaic ·</li> <li>Combine ·</li> <li>Visual ·</li> <li>Tactile</li> <li>·</li> <li>·</li> <li>·</li> </ul>	<ul style="list-style-type: none"> <li>Print ·</li> <li>Different ·</li> <li>Materials ·</li> <li>Colours ·</li> <li>Accurate</li> <li>Design</li> </ul>
Year 5 ·	<ul style="list-style-type: none"> <li>Shade ·</li> <li>Create ·</li> <li>Mood ·</li> <li>Feeling ·</li> <li>Line ·</li> <li>Marks ·</li> <li>Texture ·</li> <li>Tone ·</li> <li>Shape ·</li> <li>Figures ·</li> <li>Forms ·</li> </ul>	<ul style="list-style-type: none"> <li>Shading ·</li> <li>Create ·</li> <li>Mood ·</li> <li>Feeling ·</li> <li>Express emotion ·</li> <li>Organise ·</li> <li>Line ·</li> <li>Tone ·</li> <li>Shape ·</li> <li>Represent</li> <li>Figures</li> </ul>	<ul style="list-style-type: none"> <li>Experiment ·</li> <li>Combine ·</li> <li>Materials ·</li> <li>Processes ·</li> <li>Design ·</li> <li>3d form ·</li> <li>Sculpt</li> <li>Clay</li> <li>Moldable materials</li> </ul>	<ul style="list-style-type: none"> <li>Ceramic mosaic ·</li> <li>Combine ·</li> <li>Visual ·</li> <li>Tactile ·</li> <li>Qualities ·</li> <li>Express mood/emotion</li> </ul>	<ul style="list-style-type: none"> <li>Print ·</li> <li>Accurate ·</li> <li>Design criteria ·</li> <li>Colours ·</li> <li>Different materials</li> <li>·</li> <li>·</li> </ul>

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<ul style="list-style-type: none"> <li>·</li> <li>·</li> <li>·</li> <li>·</li> </ul>	<ul style="list-style-type: none"> <li>Movement ·</li> <li>Express emotion ·</li> <li>Reflections</li> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>Forms</li> <li>Movement</li> </ul>			
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<p>Year 6 ·</p>	<p>Media ·          Create ·          Impact ·          Pencils ·          Grades ·          Charcoal ·          Pastels ·          Observation/al          Sketch          Sense of self          Accuracy          Imagination          Combine tools</p>	<p>Own style ·          Wide range techniques e.g.          dry brush, layering, stippling ·          ·          Choose ·          Specific ·          Paint techniques e.g. wet on          wet, paper printing ·          Tertiary          Complimentary          Harmonious</p>	<p>Create ·          Models ·          Range of scales ·          Open to interpretation·          Audience          ·</p>	<p>Justify materials ·          Combine ·          Pattern ·          Tone ·          Shape          ·</p>	<p>Overprint ·          Create ·          Patterns          Method          Effectiveness of printing</p>
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