




<b>Prior knowledge:</b>		<b>Year Group Expectations</b>		<b>NC KS3 expectations</b>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul>		<p><b>Key stage 2</b></p> <p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>		<p><b>Key stage 3</b></p> <p>Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media, including painting</li> <li>to increase their proficiency in the handling of different materials</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul>
<b>DT</b>	<b>Theme:</b> We are all History detectives – life for children in World War 2	<b>DT</b>	<b>DT</b>	<b>Theme:</b> Journeys Great and Small – What is it like to live in India?
	<b>Focus:</b> Drawing and painting <b>Visual Element:</b> Line and colour		<b>Focus:</b> Painting <b>Visual Element:</b> Colour and texture	<b>Focus:</b> Textile <b>Visual Element:</b> Texture and Colour
	<b>Artist:</b> Edward Ardizzone 		<b>Artist:</b> Mathieu Laca 	<b>Artist:</b> Shobha Broota Weaving basket with different textiles, Indian Batik 
	<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>I know how to apply tone to a drawing by observing light and shadows in a group of objects and explore ways of adding tone to depict this.</li> <li>I know how to use with confidence, a range of drawing mediums (charcoal, pastels etc) and identify why I have chosen them for a piece of work.</li> <li>I know how to use one-point perspective effectively.</li> <li>I know how to observe and add finer details to drawings – landscapes and portraits.</li> <li>I know how to use a viewfinder confidently to focus on small areas.</li> <li>I know how to use language appropriate to skills and techniques - pattern, tone, shape, line.</li> <li>I know how to discuss and evaluate my work and discuss the work of others, often suggesting success and improvement points.</li> <li>I can show signs of developing my own style using exploration and experiments in sketchbooks.</li> </ul>		<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>I know how to confidently control the types of marks made and experiment with different effects and textures inc. brushstrokes, blocking in colour, washes, thickened paint creating textural effects.</li> <li>I know that mixing primary colours to secondary colours results in a tertiary colour.</li> <li>I know to explore the range of colours made from mixing all 3 primary colours together.</li> <li>I know how to mix and match colours to create atmosphere and light effects. Mix shades, tints and tones with confidence building on previous knowledge.</li> <li>I know how to work more independently, making choices about tools and techniques I use to create my own work. I am starting to develop their own style using tonal contrast and mixed media.</li> <li>I know how to 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. Annotate work in sketchbooks</li> <li>I know how to recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>	<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>I know how to make careful selections of fabrics based on its qualities and suitability for the task required.</li> <li>I can explore textiles artists for inspiration and plan a textiles piece linked to topic areas.</li> <li>I know how to use a range of techniques eg, printing, weaving, stitching, dyeing, silk painting.</li> <li>I know how to combine techniques to create a final piece such as weaving with dyed wool or stitching onto silk painted canvas.</li> <li>I know how to change threads and fabrics as needed.</li> <li>I know how to thread a needle and tie a knot in the end of the thread.</li> <li>I know how to evaluate my work and that of others and explain how to further develop a piece of work.</li> </ul>
	<b>Key Vocabulary:</b> Scale, smudge, tone, line, layering, overlay, negative, light, mid-tone, dark		<b>Key Vocabulary:</b> Layers, abstract, linear, transpose, vibrant, expressive	<b>Key Vocabulary:</b> Fabric, wax, cold water dye, djanting tools, paint brushes, cotton, folding, pinching, scrunching, modifying, comparing. weaving
	<b>Assessment:</b>		<b>Assessment:</b>	<b>Assessment:</b>