

SANDHILL PRIMARY SCHOOL

ART PROGRESSION OF SKILLS 2023 onwards

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	<p>Talk about their ideas and explore different ways to record them.</p> <p>Experiment with mark making in an exploratory way.</p> <p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Work on a range of materials of different textures (eg. playground, bark).</p> <p>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p> <p>Enjoy looking at and talking about art.</p> <p>Talk about their artwork, stating what they feel they did well.</p>	<p>Explore their own ideas using a range of media.</p> <p>Use sketchbooks to explore ideas in an open-ended way.</p> <p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p> <p>Describe similarities and differences between practices in Art and design, eg. between painting and sculpture, and link these to their own work.</p> <p>Describe and compare features of their own and other's art work.</p>	<p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p> <p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art.</p> <p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Confidently use a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how art works may have been made.</p> <p>Confidently explain their ideas and opinions about their own and other's artwork, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing overtime and applying their understanding of tone, texture, line, colour and form.</p> <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	

<p style="text-align: center;">Drawing vocabulary</p>	<p>Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</p>	<p>Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk Waves, Water, Contemporary, Drawing mediums, marks, look, shape Hard, soft, rough, smooth, Observation, experiment light and dark, thick, wiggly</p>	<p>Charcoal, Lines, Mark-making, Thick, Thin, Texture Scribbling, Stippling, Hatching, Cross hatching, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Re-tell, Concertina, Frame Storyboard Marks, feel, mark, tool, touch, Observation, line tone, feeling, character, story</p>	<p>Arrangement, Geometric (a regular shape with straight lines and angles), Line Objects, Organic (Irregular, natural shapes), Shape, Cut, Pressure, Surface, Texture, Frottage, Rubbing, Tear, Tool, Abstract, Composition Expressive, Frame, Gestural, Mark-making, Scale, Viewfinder, Blend, Dark, Even tones, Grip, Light, Shading, Smooth, Botanical, Botanist, Magnified, Scientific, Form, Flower, Petal, Stem, Study</p>	<p>Contrast, Gradient, Observational drawing, Shading, contrast shading, Shadow, Tone, Three dimensional (3D), Collage, Composition, Highlight, Mixed media, Symmetry, symmetrical Wax-resist, Cross-hatching, Hatching, Pattern, Viewfinder, Precision, Parallel, Abstract, Block print Collaborate, Collaboratively, Figurative, Monoprint, Blend Charcoal, mark-making, engraving, Proportion, Combine, Printmaking,</p>	<p>Vocab from lesson plans Architecture, Cold War Culture, evaluate future futuristic Influence propaganda retro-futuristic Space Race The Soviet Union continuous formal elements line medium process stimuli stimulus technique texture tone collagraph composition materials placement print printing plate printmaking calligraphy future futuristic printing printing plate retro futurism roller technique replicate tracing</p>	
<p style="text-align: center;">Painting and mixed media</p>	<p>Explore different ways to use paint and range of media according to their interests and ideas. Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome. Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well.</p>	<p>Explore their own ideas using a range of media. Use sketchbooks to explore ideas in an open-ended way. Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, <i>eg shiny, soft</i>. Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Describe and compare features of their own and other's art work.</p>		<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made. Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects. Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss the processes used by themselves and by other artists, and describe the particular</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Give reasoned evaluations of their own and others work which takes account of context and intention.</p>

				problem-solving process and make changes to improve their work.		outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Painting and mixed media vocabulary	Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe	Primary colour, Secondary colour, Mix, Blend, Pattern Shape, Kaleidoscope Texture, Space, Hue, Shade, Print, Thick, Pattern, Design Paint, Concentric circles Silhouette		Prehistoric, Sketch, Proportion, Charcoal, Scaled up, Smudging, Texture, Tone Pigment, Composition, Negative image, Positive image, Cave drawings, Cave style painting, Handprint, re-sizing,	Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Detailed, Abstract, Figurative, Dabbing paint, Paint wash, Pointillism Stippling paint, Three dimensional (3D), Composition, Grid, Technique, Mark-making, still life, proportion, photo-realism	Background, Collage, Continuous line drawing, Paint wash, Portrait, Self-portrait, Texture, Carbon paper, Composition, Mixed media, Monoprint, Printmaking, Transfer, Evaluate, Justify, Research, Atmosphere, , Art medium Multi-media, Represent, Photomontage	Interpret, , Meaning, Narrative, Justify, Inference, Respond, Tableau, Abstract, Analyse, Medium, Mixed media, Convey, Compositions, Compose, Thought-provoking, Artist, Evaluation, Technique, Translate, Pattern, shape, tone, ideal, meaning, symbol, Paula Rego, Companionship, John Singer Sargent, support, reflect, impasto, Texture, message, final piece, Intention, style
Sculpture and 3D	Explore and play with clay and playdough to make child-led creations. Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough. Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well.	Explore their own ideas using a range of media. Use sketchbooks to explore ideas in an open-ended way. Use their hands to manipulate a range of modelling materials, including paper and card.. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Describe and compare features of their own and other's art work.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D. Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.		Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently. Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

<p>Sculpture and 3D vocabulary</p>	<p>3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p>	<p>Three dimensional (3D), Sculpture, Cylinder, Concertina, Overlap, Spiral, Zig-zag, three-dimensional zig-zag, Carving, Mosaic, Artist, Curve, Loop, Tube, Imagine</p>	<p>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Sculpture, Plaster, Casting, Negative space, Three dimensional (3D), In relief, Detail, Impressing, Surface, Join, Sculptor,</p>	<p>Ceramics, Form, Organic shape, Sculpture, Three-dimensional (3D), Tone, Abstract, Two-dimensional (2D), Visualisation , Carving, Figurative, Hollow, Quarry, Surface, Join, Mesh, Pliers, Secure, Template, Texture, Found objects, Typography, Welding, Weaving, Model, sketching, detail Bending, twisting, wirRecycled, reused</p>		<p>Display, Evaluate, Features, Installation art, Location, Mixed media, Scale, Scaled, Special effects, Analyse, down, Three dimensional (3D), Atmosphere, Performance art, Stencil, Props, Concept, Culture, Revolution, Experience, Influence, Elements, Interact, Interactive Art medium, Annotate, features, installation, Location, issue, evaluation Senses manipulate</p>	<p>Manipulate. Originality, Composition, Expression, Symbolic, Self, pitfall, attribute, relief, representation, Identity, Literal, Age, Collection, Sculpture, embedded, juxtaposition, tradition</p>
<p>Craft and design</p>	<p>Explore and play with a range of media to make child-led creations. Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome. Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well.</p>		<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>		<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>		<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

<p>Craft and design vocabulary</p>	<p>Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag</p>		<p>Imaginary, Inspired, Shape, Pattern, Texture, Felt, Fibre, Abstract, composition, Mosaic, Overlap, Stained glass, Curator, Design brief, Gallery, Evaluate Landmarks, Viewfinder, Design, wool roving, detail, transparent, 3D art, mobile, negative print, printmaking, printing tile, composition, inspired</p>		<p>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Composition, Pattern, Shape, Colour, Scroll, Inform, information, Convey, Scale, Imagery, Design, Technique, Material, Layout, Zine(pronounced'zeen)Audience, Process, Fold, tomb, Pharaoh, paper, style, translate, images, text, subject</p>		<p>Photomontage, Image, Dada, Layout, Cityscape, Composition, Arrangement, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Edit, Software, replacement, Focus, Frame, Recreate, Photograph, Pose, Prop, Portrait, Photorealistic, Photorealism (represents a photo and a painting), Appealing, colour, painting Famous, frame, Observation, scale Proportion, large scale self-portrait, selfie</p>
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SANDHILL PRIMARY SCHOOL ART PROGRESSION OF SKILLS 2023 onwards

FORMAL ELEMENTS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Colour	<p>Experiments with and enjoys colour .</p> <p>To know the primary colours.....red, yellow,.blue.</p>	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple 	<p>Know that different amounts of paint and water can be used to mix huesof secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to createthings from your imagination.</p> <p>Know that colour can be used to show how it feels to be in a particularplace, eg the seaside.</p>	<p>Know that using light and dark colours next to each other createscontrast.</p> <p>Know that paint colours can be mixed using natural substances, andthat prehistoric peoples used thesepaints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, forexample by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of justone colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or forcelebration.</p>
Form	<p>To explore using a range of materials such as clay, playdough and develop simple technique.</p>	<p>Know that we can change paper from 2D to 3D by folding, rolling andscrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or byjoining pieces on.</p>	<p>To know that three dimensional forms are either organic (natural) orgeometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can beabstract.</p>	<p>To know that using lighter and darker tints and shades of a colourcan create a 3D effect.</p> <p>Know that simple 3D forms can be made by creating layers, by foldingand rolling materials.</p>	<p>To know that an art installation isoften a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changesthe effect of the piece.</p>	<p>To know that the surface texturescreated by different materials canhelp suggest form in two-dimensional art work.</p>
Shape	<p>To know and name basic shapes (triangle, square, circle)</p> <p>Pulls apart and reconstructs basic shapes.</p>	<p>Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can geometric if they have mostly straight lines andangles.</p> <p>Know that patterns can be made using shapes.</p>	<p>To know that negative shapes showthe space around and between objects.</p> <p>To know that artists can focus on shapes when making abstract art.</p>	<p>To know how to use basic shapes toform more complex shapes and patterns.</p>	<p>To know that a silhouette is a shapefilled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition.</p>
Line	<p>To know how to make marks, signs and symbols on a variety of types of paper</p> <p>Is spontaneously expressive, using marks, lines and curves</p>	<p>Know that drawing tools can be used in a variety of ways to createdifferent lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to adddetail or pattern.</p>	<p>To know that different drawing toolscan create different types of lines.</p>	<p>To know that lines can be lighter ordarker, or thicker or thinner and thatthis can add expression or movement to a drawing.</p>	<p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg byusing diagonal lines to draw your eye intothe centre of a drawing.</p>	<p>To know how line is used beyond drawing and can be applied to otherart forms.</p>
Pattern	<p>To know how to use a variety of objects to print. Pattern and sequence.</p> <p>Using body parts to print.</p> <p>Using fruit and vegetables.</p>	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that surface rubbings can be used to add or make patterns.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, andblending can make</p>	<p>To know that pattern can be man-made (like a printed wallpaper)or natural (like a giraffe's skin).</p>	<p>To know that patterns can be irregular, and change in ways youwouldn't expect.</p> <p>To know that the starting point for arepeating pattern is called a</p>	<p>To know that artists create pattern to add expressive detail to art works,for example Chila Kumari Singh Burman using small everyday objectsto add detail to sculptures.</p>	<p>To know that pattern can be createdin many different ways, eg in the rhythm of brushstrokes in a painting(like the work of van Gogh) or in repeated shapes within a composition.</p>

	Mono printing.		patterns. Know that patterns can be used to add detail to an artwork.		motif, and a motif can be arranged in different ways to make varied patterns.		
Texture	To know the names of textures smooth, bumpy, rough, soft, hard, Add sand, glue, sawdust for texture,	Know that texture means 'what something feels like'. Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials.	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	To know how to sort colours into light and dark To know light blue, dark blue etc within colours.	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.