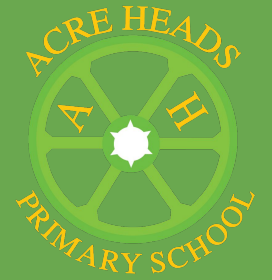


# ART & DESIGN

## Learning Journey



	Autumn		Spring		Summer	
	DT	ART	DT	ART	DT	ART
EYFS	Construction, Food & Textiles	Drawing , Materials & Painting	Construction, Food & Textiles	Drawing , Materials & Painting	Construction, Food & Textiles	Drawing , Materials & Painting
YEAR 1	Textiles: Puppets	Drawing: Make your mark	Structures: Windmills	Sculpture & 3D: Paper play	Food: Smoothies	Painting & Mixed Media: Colour splash
YEAR 2	Structures: Baby bear's chair	Craft & Design: Map it out	Mechanisms: Making a moving monster	Painting & Mixed Media: Life in colour	Food: A balanced diet	Sculpture & 3D: Clay houses
YEAR 3	Food: Eating seasonally	Drawing: Growing artists	Structures: Constructing a castle	Sculpture & 3D: Abstract shape & space	Textiles: Cushions	Painting & Mixed Media: Prehistoric painting
YEAR 4	Electrical Systems: Torches	Craft & Design: Ancient Egyptian scrolls (Y3)	Mechanical Systems: Slingshot Car	Painting & Mixed Media: Light & Dark	Food: Adapting a recipe	Craft & Design: Fabric of nature
YEAR 5	Food: What could be healthier?	Sculpture & 3D: Interactive Installation	Structure: Bridges	Drawing: I need space	Mechanical Systems: Pop-up book	Painting & Mixed Media: Portraits
YEAR 6	Electrical Systems: Steady Hand Game	Craft & Design: Photo opportunity	Mechanical Systems: Automata Toys	Drawing: Make my voice heard	Structures: Making Playgrounds	Sculpture & 3D: Making memories

## ART & DESIGN Learning Journey at Acre Heads

### Art & Design Understanding, Knowledge and Skills objectives:

#### Intent

At Acre Heads Primary School, our vision for Art and Design is rooted in first-hand experiences, creative experimentation, and the development of ideas and skills inspired by a wide range of stimuli. We are dedicated to nurturing our children's ability to produce high-quality artwork, ensuring they develop a comprehensive understanding of the techniques and knowledge required. Our curriculum emphasises a balanced approach, encouraging children to explore various art forms while maintaining a strong foundation in both traditional and contemporary practices. Art should be engaging and enjoyable, and our enthusiastic approach sparks excitement and creativity, offering unique opportunities in art, craft, and design within our thematic learning structure. Art, craft, and design at Acre Heads provide visual, tactile, and sensory experiences, offering children a distinctive way to understand and interpret the world, and the stunning displays around our school are a testament to the exceptional quality of teaching and the richness of our children's artistic learning journeys.

#### Substantive knowledge in Art & Design

In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:

Methods and techniques

Media and materials

Formal elements: Line, tone, shape, colour, form, pattern, texture.

Children gain knowledge of the history of art. They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.

#### Disciplinary knowledge in Art & Design

This is the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions:

What is art?

Why do people make art?

How do people talk about art?

#### Art & Design

Understanding the historical and cultural development of art forms and the role and significance of Art and Design in society.

# Art: EYFS

## Creating with Materials EIG:

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

Share their creations, explaining the process they have used.

		Painting	Key Vocabulary	Resources	Links to Development Matters	Links to KS1
Nursery	Stage 1	Use pre-made paints and are able to name colours Can hold a paint brush in the palm of their hand Print with large blocks	paint, red, blue, yellow, green, pink, purple	<b>Emergent</b> <b>Printing</b> vehicles, rollers, large sponges, large blocks, hands, feet, fingers  <b>Mixing</b> dot pens, two colours, hands, premixed colours  <b>Brushing</b> big rollers with handles, big brushes	<b>(EAD 0-3)</b> Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  <i>Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for young children to explore.</i>	Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
	Stage 2	Explore mixing primary colours. Enjoys using hands, feet and fingers to paint Print with large sponges	mix, thick, oozy, watery	<b>Mid Level</b> <b>Printing</b> fingers, fruit/veg, large, regular shape (3d objects/ recycling), large paint brushes  <b>Mixing</b> large brushes, spongers, primary colours, water colours  <b>Brushing</b> medium brushes, natural materials (leaves, sticks attached to handles)	<b>EAD (3-4)</b> Explore colour and colour mixing.  <i>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line.</i>	Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Stage 3	Explore mixing primary colours. Can use thick brushes Print with small blocks, small spongers, fruit and shapes	primary, secondary colours, red and yellow make orange etc.	<b>High Level</b> <b>Printing</b> natural resources (varying size), man-made objects (marbles, nuts, bolts), irregular_small shapes recycling, cotton buds  <b>Mixing</b> Pipettes, felt pens, crayons, pastels, sticks, small brushes, powder, paints, Brusho inks  <b>Brushing</b> Large scale marking tools, Rollers, stamps (variety of textures/patterns), handmade brushes, a variety of tools, chosen for a purpose, small brushes	<b>EAD (Reception)</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.  <i>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</i>	Colour mixing altering tint and shade (warm/cool colours)
	Stage 4	Experimenting mixing primary colours together and comment on what happens. Explore painting with thin brushes. Can hold a paint brush using a tripod grip Can create patterns when printing	Paint, mix, colour, change, thin, thick, pattern, print			Lines of varying thickness, dots and lines for pattern/texture. Use a variety of brushes and tools.
FS2	Stage 5	Mix primary colours to achieve a specific secondary colour. Learn how to mix powder paint to make paint. Choose different brushes for a purpose Can independently select additional tools to improve painting Can create meaningful pictures when printing	colour, mix, change, brush, choose, powder paint, print			Print with a variety of resources

# Art: EYFS

## Creating with Materials ELG:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

		Drawing	Key Vocabulary	Resources	Links to Development Matters	Links to KS1
Nursery	Stage 1	Makes marks Draws circles and lines Children draw things that they observe Mark making, looking, circles, lines	mark making, looking, circles, lines	<b>Emergent:</b> Thick wax crayons Egg wax crayons Thick pencil crayons Thick Pencils Thick felt tip Large paper Lining paper Bumper chalk	<b>(EAD 0-3)</b> Start to make marks intentionally Offer a wide range of different materials and encourage children to make marks in different ways.	Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Stage 2	Draw faces with features and draws enclosed spaces, giving meaning. Children draw things that they observe with more detail faces, enclosure, explain,	faces, enclosure, explain,	<b>Mid Level:</b> Range of emergent/high level resources – depending on children’s fine motor skills.		
	Stage 3	Draws potato people (no neck or body) Children are able to draw simple things from memory Drawing, remember, careful	Drawing, remember, careful			
	Stage 4	Draws bodies of an appropriate size for what they are drawing Children are beginning to draw self portraits Size, self portrait, draw	Size, self portrait, draw	<b>High Level:</b> Fine wax crayons/shorter Fine pencil crayons Fine felt tips Range of sized paper (large, middle sized, small, post its, shaped) Fine chalks Pastels Charcoal	<b>EAD (Reception)</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.	
FS2	Stage 5	Draws with detail (bodies with sausage limbs and additional details) Children can draw self portraits, buildings and landscapes Can draw an observational drawing. Self portraits, buildings, sketch, draw, detail	Self portraits, buildings, sketch, draw, detail			Children must be exposed to models and be able to identify key features of living things  Children draw portraits, landscapes, buildings and cityscapes

Creating with Materials ELG:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

		Materials	Key Vocabulary	Resources	Links to Development Matters	Links to KS1
Nursery	Stage 1	Use glue stick with support Product is all one texture Builds towers by stacking Explores clay	Pinch, squeeze, roll, stretch, play dough, build, tower, together, texture, stacking, clay	<b>Emergent:</b> Glue sticks, Paper Clay Fabrics	<b>(EAD 0-3)</b>  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Stimulate young children's interest in modelling. Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures.	Pupils should be taught to use a range of materials creatively to design and make products  Joins items which have been cut, torn or glued  Improve models by adding textures  Makes collages using a range of materials  Use a range of natural, recycled and manufactured materials to sculpt
	Stage 2	Use glue stick independently. Add other materials to models (tissue paper/glitter etc) Makes marks in clay	Spatula, models, materials, build, enclosure, marks, clay	Wood Card Stacking blocks Tissue paper Glitter.		
	Stage 3	Use a glue spatula with support Additional texture (smooth, bumpy) Begin to weave Builds walls to enclose space	Shaping, forming, different material names- ribbon, card, crepe paper, felt, tissue paper, foil	<b>Mid Level:</b> Glue sticks Pva Glue spatulas Wall paper Boxes Clay	<b>EAD (3-4)</b> - Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures	
FS2	Stage 4	Joins with tape and glue. Use glue sticks and glue spatulas independently Builds simple models using walls, roofs and towers. Weave-fine motor Makes something that they give meaning to Work together to build	Joining, scrunch, twist, roll, fold, bend, hard, weave, explain, Smooth, rough, bendy, hard	Ribbon Card Crepe paper Felt, Foil	Offers opportunities to explore scale. Suggestions: long strips of wallpaper - child size boxes - different surfaces to work on e.g. paving, floor, tabletop or easel	Use a range of natural, recycled and manufactured materials to sculpt
	Stage 5	Joins in a variety of ways – Sellotape, masking tape, string, ribbon Knows how to secure boxes, tubes, decorate bottles Builds models which replicate those in real life. Can use a variety of resources – loose part play Makes something with clear intentions	Reflect (discuss problems/changes Representation, observational, purpose, combining	<b>High Level:</b> Sellotape Masking tape Loose parts  Same as mid level – promoting discussion about problems and reasoning etc.	<b>EAD (Reception)</b>  Create collaboratively sharing ideas, resources and skills.  Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims	Use a variety of techniques and shapes to sculpt

## Art: EYFS

**Creating with Materials FLG:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

		Range of Artists	Key Vocabulary	Resources	Links to Development Matters	Links to KS1
<b>Nursery</b>	<b>Stage 1</b>				<b>EAD (0-3)</b>	Pupils should be taught 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.
	<b>Stage 2</b>					
<b>FS2</b>	<b>Stage 3</b>	Look at work produced by artists	Artist names, styles		<b>EAD (3-4)</b>	
	<b>Stage 4</b>	Learn about different artists and look at work produced Describe what they can see e.g. colours.	Artist names, styles		Show different emotions in their drawings – happiness, sadness, fear etc. <i>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.</i>	
	<b>Stage 5</b>	Learn about different techniques artists use Talk about likes and dislikes Begin to use ideas inspired by artists in own work	Artists, styles, techniques, likes, dislikes		<b>EAD (Reception)</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <i>Provide opportunities to work together to develop and realise creative ideas. Visit galleries and museums to generate inspiration and conversation about art and artists.</i>	

# Art & Design: YEAR 1

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 use a range of materials creatively to design and make products.

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.

Term:	AUTUMN	SPRING	SUMMER
Unit:	Drawing Make your Mark	Sculpture and 3D Paper Play	Painting and Mixed Media Colour Splash
Link to Kapow Planning:	<a href="#">Unit Lesson Plans</a>	<a href="#">Unit Lesson Plans</a>	<a href="#">Unit Lesson Plans</a>
Unit Outcomes:	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Show knowledge of the language and literacy to describe lines.</li> <li>Show control when using string and chalk to draw lines.</li> <li>Experiment with a range of mark-making techniques, responding appropriately to music.</li> <li>Colour neatly and carefully, featuring a range of different media and colours.</li> <li>Apply a range of marks successfully to a drawing.</li> <li>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</li> </ul>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Roll paper tubes and attach them to a base securely.</li> <li>Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</li> <li>Shape paper strips in a variety of ways to make 3D drawings.</li> <li>Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</li> <li>Create a tree of life sculpture that includes several different techniques for shaping paper.</li> <li>Work successfully with others, sustaining effort over a time.</li> <li>Paint with good technique, ensuring good coverage.</li> </ul>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Name the primary colours.</li> <li>Explore coloured materials to mix secondary colours.</li> <li>Mix primary colours to make secondary colours.</li> <li>Apply paint consistently to their printing materials to achieve a print.</li> <li>Use a range of colours when printing.</li> <li>Mix five different shades of a secondary colour.</li> <li>Decorate their hands using a variety of patterns.</li> <li>Mix secondary colours with confidence to paint a plate.</li> <li>Describe their finished plates.</li> </ul>
Lesson Objectives:	<p><b>L1:</b> I can create different types of lines  <b>L2:</b> I can explore line and mark making to draw water  <b>L3:</b> I can draw with different media  <b>L4:</b> I can develop an understanding of mark making  <b>L5:</b> I can apply an understanding of drawing materials and mark making to draw from observation.</p>	<p><b>L1:</b> I can roll paper to make 3D structures  <b>L2:</b> I can shape paper to make a 3D drawing  <b>L3:</b> I can apply paper-shaping skills to make an imaginative sculpture  <b>L4:</b> I can work collaboratively to plan and create a sculpture  <b>L5:</b> I can apply painting skills when working in 3D</p>	<p><b>L1:</b> I can investigate how to mix secondary colours  <b>L2:</b> I can apply knowledge of colour mixing when painting  <b>L3:</b> I can explore colour when printing  <b>L4:</b> I can experiment with paint mixing to make a range of secondary colours  <b>L5:</b> I can apply my painting skills when working in the style of an artist</p>
Key Vocabulary for Seesaw:	<p><b>L1:</b> cross-hatch, diagonal, horizontal, line, optical art, vertical, wavy  <b>L2:</b> lines, water, waves, wavy  <b>L3:</b> 2D shapes, 3D shapes, abstract, medium, shade, shape  <b>L4:</b> circles, continuous, cross-hatching, dots, firmly, lightly, line, look, mark making, marks, observe  <b>L5:</b> experiment, line, marks, observation, rough, shadow, shape, smooth, texture</p>	<p><b>L1:</b> cylinder, sculpture, three-dimensional  <b>L2:</b> concertina, overlap, spiral, zigzag  <b>L3:</b> carving, mosaic  <b>L4:</b> Vocabulary for this lesson was introduced in lessons 1 to 3.  <b>L5:</b> Vocabulary for this lesson was introduced in lessons 1 to 3.</p>	<p><b>L1:</b> blend, mix, primary colours, secondary colours  <b>L2:</b> blend, mix, primary colours, secondary colours  <b>L3:</b> kaleidoscope, pattern, shape, space, texture  <b>L4:</b> hue, shade  <b>L5:</b> concentric circles, design, paint, silhouette</p>

## Art & Design: YEAR 1

*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 use a range of materials creatively to design and make products.*

*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.*

Drawing	Painting and Mixed Media	Sculpture and 3D	Knowledge of Artists	Evaluating and Analysing	Formal Elements
<p><b>Pupils know:</b> That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p><b>Pupils know how to:</b> Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing.</p> <p><b>So that they can:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.</p>	<p><b>Pupils know how to:</b> Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p><b>So that they can:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.</p>	<p><b>Pupils know how to:</b> Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag. Make larger structures using newspaper rolls.</p> <p><b>So that they can:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p><b>Pupils know:</b> Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.</p> <p><b>So that they can:</b> Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p><b>Pupils know:</b> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p> <p><b>So that they can:</b> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p><b>Colour:</b> That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours</p> <p><b>Form:</b> Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.</p> <p><b>Shape:</b> A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.</p> <p><b>Line:</b> Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.</p> <p><b>Pattern:</b> That a pattern is a design in which shapes, colours or lines are repeated.</p> <p><b>Texture:</b> That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.</p> <p><b>Tone:</b> That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>

# Art & Design: YEAR 2

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 use a range of materials creatively to design and make products.

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.

Term:	AUTUMN	SPRING	SUMMER
Unit:	<p align="center"><b>Craft and Design Map It Out</b></p>	<p align="center"><b>Painting and Mixed Media Life in Colour</b></p>	<p align="center"><b>Sculpture and 3D Clay Houses</b></p>
Link to Kapow Planning:	<p align="center"><a href="#"><u>Unit Lesson Plans</u></a></p>	<p align="center"><a href="#"><u>Unit Lesson Plans</u></a></p>	<p align="center"><a href="#"><u>Unit Lesson Plans</u></a></p>
Unit Outcomes:	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Sort map images into groups, explaining their choices.</li> <li>Draw a map of their journey to school, including key landmarks and different types of mark-making.</li> <li>Follow instructions to make a piece of felt that holds together and resembles their map.</li> <li>Decide how to place ‘jigsaw’ pieces to create an abstract composition.</li> <li>Make choices about which details from their map to include in a stained glass.</li> <li>Cut cellophane shapes with care and arrange them into a pleasing composition.</li> <li>Design a print with simple lines and shapes, making improvements as they work.</li> <li>Follow a process to make and print from a polystyrene tile.</li> <li>Choose a favourite artwork, justifying their choice.</li> <li>Annotate their favourite artwork with relevant evaluation points.</li> <li>Take an active part in decisions around how to display their artworks in the class gallery.</li> </ul>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Name the primary and secondary colours.</li> <li>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</li> <li>Describe the colours and textures they see.</li> <li>Try different tools to re-create a texture and decide which tool works best.</li> <li>Show they can identify different textures in a collaged artwork.</li> <li>Apply their knowledge of colour mixing to match colours effectively.</li> <li>Choose collage materials based on colour and texture.</li> <li>Talk about their ideas for an overall collage.</li> <li>Try different arrangements of materials, including overlapping shapes.</li> <li>Give likes and dislikes about their work and others’.</li> <li>Describe ideas for developing their collages.</li> <li>Choose materials and tools after trying them out.</li> </ul>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</li> <li>Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</li> <li>Roll a smooth tile surface.</li> <li>Join clay shapes and make marks in the tile surface to create a pattern.</li> <li>Draw a house design and plan how to create the key features in clay.</li> <li>Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</li> </ul>
Lesson Objectives:	<p><b>L1:</b> I can investigate maps as a stimulus for drawing  <b>L2:</b> I can learn and apply the steps of the felt-making process/I can develop a drawing into 3D artwork.  <b>L3:</b> I can experiment with a craft technique to develop an idea  <b>L4:</b> I can develop ideas and apply craft skills when printmaking  <b>L5:</b> I can present artwork and evaluate it against a design brief</p>	<p><b>L1:</b> I can develop knowledge of colour mixing  <b>L2:</b> I can understand how texture can be created with paint  <b>L3:</b> I can use paint to explore texture and pattern  <b>L4:</b> I can compose a collage, choosing and arranging materials for effect  <b>L5:</b> I can evaluate and improve artwork</p>	<p><b>L1:</b> I can use my hands as a tool to shape clay  <b>L2:</b> I can shape a pinch pot and join clay shapes as decoration  <b>L3:</b> I can use impressing and joining techniques to decorate a clay tile  <b>L4:</b> I can use drawing to plan the features of a 3D model  <b>L5:</b> I can make a 3D clay tile from a drawn design</p>
Key Vocabulary for Seesaw:	<p><b>L1:</b> imaginary, inspired, pattern, shape, texture  <b>L2:</b> detail, felt, fibre, pattern, texture, wool roving  <b>L3:</b> abstract, composition, mosaic, overlap, stained glass, transparent  <b>L4:</b> 3D art, mobile, negative print, printmaking, printing tile  <b>L5:</b> composition, curator, design brief, evaluate, gallery, inspired</p>	<p><b>L1:</b> mixing, primary colour, secondary colour  <b>L2:</b> primary colours, secondary colours, texture  <b>L3:</b> collage, texture  <b>L4:</b> collage, overlap, texture  <b>L5:</b> detail, surface, texture</p>	<p><b>L1:</b> cut, flatten, roll, shape, smooth  <b>L2:</b> ceramic, glaze, pinch pot, score, slip, thumb pot  <b>L3:</b> 3D, casting, in relief, negative space, plaster, sculpture  <b>L4:</b> casting, detail, impressing, in relief, negative space, sculpture, surface  <b>L5:</b> impressing, in relief, score, slip, surface</p>

## Art & Design: YEAR 2

*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 use a range of materials creatively to design and make products.*

*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.*

Painting and Mixed Media	Sculpture and 3D	Craft and Design	Knowledge of Artists	Evaluating and Analysing	Formal Elements
<p><b>Pupils know how to:</b> Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.</p> <p><b>So that they can:</b> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p><b>Pupils know how to:</b> Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.</p> <p><b>So that they can:</b> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p><b>Pupils know how to:</b> Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p> <p><b>So that they can:</b> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>	<p><b>Pupils know:</b> Some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract. Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p> <p><b>So that they can:</b> Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p><b>Pupils know:</b> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p> <p><b>So that they can:</b> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p><b>Colour:</b> Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p><b>Form:</b> That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.</p> <p><b>Shape:</b> Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.</p> <p><b>Pattern:</b> Patterns can be used to add detail to an artwork</p> <p><b>Texture:</b> Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.</p> <p><b>Tone:</b> Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').</p>

# Art & Design: YEAR 3

*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 use a range of materials creatively to design and make products.*

*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.*

Term:	AUTUMN	SPRING	SUMMER
Unit:	<b>Drawing</b> <b>Growing Artists/plant art (science link)</b>	<b>Sculpture and 3D</b> <b>Abstract Shape and Space</b>	<b>Painting and Mixed Media</b> <b>Prehistoric Painting</b>
Link to Kapow Planning:	<a href="#" style="color: white; text-decoration: underline;">Unit Lesson Plans</a>	<a href="#" style="color: white; text-decoration: underline;">Unit Lesson Plans</a>	<a href="#" style="color: white; text-decoration: underline;">Unit Lesson Plans</a>
Unit Outcomes:	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Know the difference between organic and geometric shapes.</li> <li>Use simple shapes to form the basis of a detailed drawing.</li> <li>Use shading to demonstrate a sense of light and dark in their work.</li> <li>Shade with a reasonable degree of accuracy and skill.</li> <li>Blend tones smoothly and follow the four shading rules.</li> <li>Collect a varied range of textures using frottage.</li> <li>Use tools competently, being willing to experiment.</li> <li>Generate ideas mostly independently and make decisions to compose an interesting frottage image.</li> <li>Make considered cuts and tears to create their ideas.</li> <li>Understand how to apply tone, with some guidance about where to use it.</li> <li>Draw a framed selection of an image onto a large scale with some guidance.</li> <li>Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</li> </ul>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.</li> <li>Make a structure that holds its 3D shape.</li> <li>Explain in simple terms the difference between 2D and 3D art.</li> <li>Combine shapes together to make an interesting free-standing sculpture.</li> <li>Try out more than one way to create joins between shapes.</li> <li>Identify familiar 2D shapes in photographs.</li> <li>Identify shapes in the negative space between objects.</li> <li>Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.</li> <li>Plan an abstract sculpture based on play equipment.</li> <li>Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).</li> <li>Choose appropriate methods for joining elements in their sculptures.</li> <li>Show that they have thought about how to improve their sculptures and made choices about what to add.</li> <li>Work cooperatively in pairs to add detail to their artwork.</li> </ul>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Recognise the processes involved in creating prehistoric art.</li> <li>Explain approximately how many years ago prehistoric art was produced.</li> <li>Use simple shapes to build initial sketches.</li> <li>Create a large scale copy of a small sketch.</li> <li>Use charcoal to recreate the style of cave artists.</li> <li>Demonstrate good understanding of colour mixing with natural pigments.</li> <li>Discuss the differences between prehistoric and modern paint.</li> <li>Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</li> <li>Successfully make positive and negative handprints in a range of colours.</li> <li>Apply their knowledge of colour mixing to make natural colours.</li> </ul>
Lesson Objectives:	<p><b>L1:</b> I can recognise how artists use shape in drawing  <b>L2:</b> I can understand how to create tone in drawing by shading  <b>L3:</b> I can understand how texture can be created and used to make art  <b>L4:</b> I can apply observational drawing skills to create detailed studies  <b>L5:</b> I can explore composition and scale to create abstract drawings</p>	<p><b>L1:</b> I can join 2D shapes to make 3D structures  <b>L2:</b> I can join materials in different ways when working in 3D  <b>L3:</b> I can develop ideas for 3D artwork  <b>L4:</b> I can apply knowledge of sculpture when working in 3D  <b>L5:</b> I can evaluate and improve an artwork</p>	<p><b>L1:</b> I can apply an understanding of prehistoric man-made art  <b>L2:</b> I can understand and use scale to enlarge drawings in a different medium  <b>L3:</b> I can explore how natural products produce pigments to make different colours  <b>L4:</b> I can select and apply a range of painting techniques  <b>L5:</b> I can apply painting skills when creating a collaborative artwork</p>
Key Vocabulary for Seesaw:	<p><b>L1:</b> arrangement, geometric, line, objects, organic, shape  <b>L2:</b> blend, dark, even tones, grip, light, shading, smooth, tone  <b>L3:</b> cut, frottage, pressure, rubbing, surface, tear, texture, tool  <b>L4:</b> botanical, botanist, flower, form, magnified, petal, scientific, shape, stem, study, tone  <b>L5:</b> abstract, composition, frame, gestural, mark making, scale, viewfinder</p>	<p><b>L1:</b> sculpture, structure, three-dimensional  <b>L2:</b> abstract, found objects, sculptor, sculpture  <b>L3:</b> abstract, negative space, positive space, sculptor  <b>L4:</b> Vocabulary for this lesson has already been introduced in Lessons 1 to 3.  <b>L5:</b> detail, negative space</p>	<p><b>L1:</b> prehistoric, proportion, sketch  <b>L2:</b> charcoal, prehistoric, proportion, scaled up, smudging, texture, tone  <b>L3:</b> cave drawings, pigment, prehistoric  <b>L4:</b> composition, cave-style painting  <b>L5:</b> handprint, negative image, positive image</p>

## Art & Design: YEAR 3

*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]*

*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.*

*About great artists, architects and designers in history.*

Drawing	Painting and Mixed Media	Sculpture and 3D	Knowledge of Artists	Evaluating and Analysing	Formal Elements
<p><b>Pupils know how to:</b> Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Create abstract compositions to draw more expressively</p> <p><b>So that they can:</b> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p><b>Pupils know how to:</b> Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. Paint on a rough surface. Make a negative and positive image. Create a textured background using charcoal and chalk. Use natural objects to make tools to paint with. Make natural paints using natural materials. Create different textures using different parts of a brush. Use colour mixing to make natural colours.</p> <p><b>So that they can::</b> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p><b>Pupils know how to:</b> Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture.</p> <p><b>So that they can:</b> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p><b>Pupils know:</b> Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. Artist make decisions about how their work will be displayed.</p> <p><b>So that they can:</b> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p><b>Pupils know:</b> Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People can make art to express their views or beliefs. People make art for fun, and to make the world a nicer place to be. People use art to help explain or teach things. People make art to explore big ideas, like death or nature. People can have their own opinions about art, and sometimes disagree. One artwork can have several meanings.</p> <p><b>So that they can:</b> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p><b>Colour:</b> Using light and dark colours next to each other creates contrast.</p> <p><b>Form:</b> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.</p> <p><b>Shape:</b> Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.</p> <p><b>Line:</b> Using different tools or using the same tool in different ways can create different types of lines.</p> <p><b>Pattern:</b> Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.</p> <p><b>Texture:</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p><b>Tone:</b> That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>

# Art & Design: YEAR 4

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 use a range of materials creatively to design and make products.

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.

Term:	AUTUMN	SPRING	SUMMER
Unit:	<p align="center"><b>Craft and Design</b> <b>Ancient Egyptian Scrolls</b></p>	<p align="center"><b>Craft and Design</b> <b>Fabric of Nature</b></p>	<p align="center"><b>Painting and Mixed Media</b> <b>Light and Dark</b></p>
Link to Kapow Planning:	<p align="center"><a href="#"><u>Unit Lesson Plans</u></a></p>	<p align="center"><a href="#"><u>Unit Lesson Plans</u></a></p>	<p align="center"><a href="#"><u>Unit Lesson Plans</u></a></p>
Unit Outcomes:	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Recognise and discuss the importance of Ancient Egyptian art.</li> <li>Consider the suitability of a surface for drawing.</li> <li>Record colours, patterns and shapes through observational drawing.</li> <li>Choose and use tools and materials confidently.</li> <li>Begin to experiment with drawing techniques.</li> <li>Create a selection of sketches that show idea exploration.</li> <li>Produce a final design with a clear purpose.</li> <li>Follow instructions with minimal support.</li> <li>Discuss and evaluate the process and outcome of their work.</li> <li>Produce a complete painted or drawn piece from a design idea.</li> <li>Use colours and materials appropriately, showing an understanding of effective composition.</li> <li>Have a clear idea of the subject of their zine, including a range of images and information.</li> </ul>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Describe objects, images and sounds with relevant subject vocabulary.</li> <li>Create drawings that replicate a selected image.</li> <li>Select imagery and colours to create a mood board with a defined theme and colour palette.</li> <li>Complete four drawings, created with confident use of materials and tools to add colour.</li> <li>Understand the work of William Morris, using subject vocabulary to describe his work and style.</li> <li>Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.</li> <li>Identify and explain where a pattern repeats.</li> <li>Follow instructions to create a repeating pattern, adding extra detail.</li> <li>Understand different methods of creating printed fabric in creative industries.</li> <li>Use sketchbooks to evaluate patterns.</li> <li>Produce ideas to illustrate products using their designs.</li> </ul>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Share their ideas about a painting.</li> <li>Describe the difference between a tint and a shade.</li> <li>Mix tints and shades by adding black or white paint.</li> <li>Discuss their real-life experiences of how colours can appear different.</li> <li>Use tints and shades to paint an object in 3D.</li> <li>Try different arrangements of objects for a composition, explaining their decisions.</li> <li>Produce a clear sketch that reflects the arrangement of their objects.</li> <li>Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</li> <li>Paint with care and control to make a still life with recognisable objects.</li> </ul>
Lesson Objectives:	<p><b>L1:</b> I can investigate the style, pattern and characteristics of ancient Egyptian art  <b>L2:</b> I can apply design skills inspired by the style of an ancient civilization  <b>L3:</b> I can apply understanding of ancient techniques to construct a new material  <b>L4:</b> I can apply drawing and painting skills in the style of an ancient civilization  <b>L5:</b> I can apply an understanding of Egyptian art to develop a contemporary response</p>	<p><b>L1:</b> I can understand starting points in a design process  <b>L2:</b> I can explore magnification and mark making to develop new imagery  <b>L3:</b> I can explore using a textile technique to develop patterns  <b>L4:</b> I can learn how to create a repeating pattern  <b>L5:</b> I can understand how art is made for different purposes</p>	<p><b>L1:</b> I can investigate different ways of applying paints. I can mix tints and shades of a colour.  <b>L2:</b> I can use tints and shades to give a three-dimensional effect when painting  <b>L3:</b> I can explore how paint can create very different effects  <b>L4:</b> I can consider proportion and composition when planning a still-life painting  <b>L5:</b> I can apply knowledge of colour mixing and painting techniques to create a finished piece</p>
Key Vocabulary for Seesaw:	<p><b>L1:</b> ancient, civilisation, colour, composition, Egyptian, painting, papyrus, pattern, Pharaoh, sculpture, shape, tomb  <b>L2:</b> convey, design, imagery, information, scale, scroll  <b>L3:</b> material, paper, process, technique  <b>L4:</b> layout, style, translate  <b>L5:</b> audience, fold, images, inform, subject, text, zine - pronounced 'zeen'</p>	<p><b>L1:</b> colour palette, design, designer, idea, image, imagery, imagination, inspiration, mood board, rainforest, texture, theme  <b>L2:</b> composition, develop, mark making, materials, pattern, texture, view, viewfinder  <b>L3:</b> batik, fabric, organic, pattern, repeat, symmetrical  <b>L4:</b> elements, industry, repeat, repeating pattern, surface pattern  <b>L5:</b> batik, craftspeople, evaluate, factory, manufacture, pattern, printing</p>	<p><b>L1:</b> abstract, detailed, figurative, landscape, muted, patterned, shade, tint, vivid  <b>L2:</b> abstract, detailed, figurative, landscape, muted, patterned, shade, tint, vivid  <b>L3:</b> dabbing paint, paint wash, pointillism, stippling paint, three-dimensional  <b>L4:</b> composition, photorealism, proportion, still life  <b>L5:</b> composition, shade, still life, three-dimensional, tint</p>

## Art & Design: YEAR 4

*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]*

*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.*

*About great artists, architects and designers in history.*

Painting and Mixed Media	Craft and Design		Knowledge of Artists	Evaluating and Analysing	Formal Elements
<p><b>Pupils know how to:</b> Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different techniques eg. stippling, dabbing, washing. Choose suitable painting tools. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials.</p> <p><b>So that they can:</b> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p><b>Pupils know:</b> That layering materials in opposite directions make the handmade paper stronger.</p> <p><b>Pupils know how to:</b> Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll. Make a zine. Use a zine to present information.</p> <p><b>So that they can:</b> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p><b>Pupils know:</b> That a mood board is a visual collection which aims to convey a general feeling or idea. That batik is a traditional fabric decoration technique that uses hot wax.</p> <p><b>Pupils know how to:</b> Select imagery and use as inspiration for a design project. To know how to make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to docs on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create patterns on fabric. Use materials, like glue, in different ways depending on the desired effect. Paint on fabric. Wash fabric to remove glue to finish a decorative fabric piece.</p> <p><b>So that they can:</b> Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.</p>	<p><b>Pupils know:</b> Designers can make beautiful things to try and improve people's everyday lives. How and where art is displayed has an effect on how people interpret it. Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media.</p> <p><b>So that they can:</b> Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.</p>	<p><b>Pupils know:</b> Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art can be created to make money; being an artist is a job for some people. Art, craft and design affects the lives of people who see or use something that has been created. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work. Artists evaluate what they make and talking about art is one way to do this.</p> <p><b>So that they can:</b> Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.</p>	<p><b>Colour:</b> Adding black to a colour creates a shade. Adding white to a colour creates a tint.</p> <p><b>Form:</b> Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p><b>Shape:</b> How to use basic shapes to form more complex shapes and patterns.</p> <p><b>Line:</b> Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p><b>Pattern:</b> Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p><b>Texture:</b> How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p><b>Tone:</b> That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.</p>

# Art & Design: YEAR 5

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 use a range of materials creatively to design and make products.

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.

Term:	AUTUMN	SPRING	SUMMER
Unit:	Sculpture and 3D Interactive Installation	Drawing I need space	Painting and Mixed Media Portraits
Link to Kapow Planning:	<a href="#">Unit Lesson Plans</a>	<a href="#">Unit Lesson Plans</a>	<a href="#">Unit Lesson Plans</a>
Unit Outcomes:	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Group images together, explaining their choices.</li> <li>Answer questions about a chosen installation thoughtfully and generate their own questions.</li> <li>Show that they understand what installation art means.</li> <li>Justify their opinions of installation artworks.</li> <li>Evaluate their box designs, considering how they might appear as full-sized spaces.</li> <li>Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.</li> <li>Create an installation plan, model or space.</li> <li>Describe their creations and the changes they made as they worked.</li> <li>Describe how their space conveys a particular message or theme.</li> <li>Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation.</li> <li>Show they have considered options for how to display their installation best e.g. lighting effects.</li> <li>Present information about their installation clearly in the chosen format.</li> <li>Justify choices made, explaining how they improve the viewer experience or make it interactive.</li> </ul>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Understand and explain what retrofuturism is.</li> <li>Participate in discussions and offer ideas.</li> <li>Evaluate images using simple responses, sometimes using formal elements to extend ideas.</li> <li>Provide plausible suggestions for how a piece was created.</li> <li>Comfortably use different stimuli to draw from.</li> <li>Use past knowledge and experience to explore a range of drawing processes.</li> <li>Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</li> <li>Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</li> <li>Generate a clear composition idea for a final piece that shows how it will be drawn.</li> <li>Apply confident skills to make an effective collagraph print.</li> <li>Independently select tools and drawing techniques, with some guidance.</li> <li>Demonstrate growing independence, discussing ways to improve work.</li> </ul>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>Try a variety of materials and compositions for the backgrounds of their drawings.</li> <li>Communicate to their partner what kind of photo portrait they want.</li> <li>Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</li> <li>Create a successful print.</li> <li>Use some Art vocabulary to talk about and compare portraits.</li> <li>Identify key facts using a website as a reference.</li> <li>Explain their opinion of an artwork.</li> <li>Experiment with materials and techniques when adapting their photo portraits.</li> <li>Create a self-portrait that aims to represent something about them.</li> <li>Show they have considered the effect created by their choice of materials and composition in their final piece.</li> </ul>
Lesson Objectives:	<p><b>L1:</b> I can identify and compare features of art installations  <b>L2:</b> I can investigate the effect of space and scale when creating 3D art  <b>L3:</b> I can problem solve when constructing 3D artworks  <b>L4:</b> I can plan an installation that communicates an idea  <b>L5:</b> I can apply my knowledge of installation art and develop ideas into a finished piece</p>	<p><b>L1:</b> I can explore the purpose and effect of imagery  <b>L2:</b> I can understand and explore decision making in creative process  <b>L3:</b> I can develop drawn ideas through printmaking  <b>L4:</b> I can test and develop ideas  <b>L5:</b> I can apply an understanding of drawing processes to revisit and improve ideas</p>	<p><b>L1:</b> I can explore how a drawing can be developed  <b>L2:</b> I can combine materials for effect  <b>L3:</b> I can identify the features of self portraits  <b>L4:</b> I can develop ideas towards an outcome by experimenting with materials and techniques  <b>L5:</b> I can apply knowledge and skills to create a mixed media self portrait</p>
Key Vocabulary for Seesaw:	<p><b>L1:</b> analyse, annotate, display, evaluate, features, installation art, location, mixed media, scale, special effects, three dimensional (3D)  <b>L2:</b> atmosphere, installation, location, performance art, props, scale, stencil  <b>L3:</b> concept, cultural revolution, experience, influence, installation, revolution  <b>L4:</b> atmosphere, concept, elements, installation, issue, location, scale  <b>L5:</b> concept, evaluation, installation art, interactive, senses</p>	<p><b>L1:</b> architecture, Cold War, culture, evaluate, future, futuristic, influence, propaganda, retro-futuristic, Space Race, The Soviet Union  <b>L2:</b> continuous, formal elements, line, medium, process, stimuli, stimulus, technique, texture, tone  <b>L3:</b> collagraph, composition, materials, placement, print, printing plate, printmaking, texture  <b>L4:</b> collagraph, collagraphy, future, futuristic, printing, printing plate, retrofuturism, roller, technique, texture  <b>L5:</b> collagraph, collagraphy, print, printmaking, replicate, technique, tracing</p>	<p><b>L1:</b> background, collage, continuous line drawing, paint wash, portrait, self-portrait, texture  <b>L2:</b> background, carbon paper, composition, mixed media, monoprint, printmaking, portrait, self-portrait, transfer  <b>L3:</b> evaluate, justify, mixed media, multi-media, portrait, research, self-portrait  <b>L4:</b> atmosphere, collage, composition, mixed media, photomontage, self-portrait  <b>L5:</b> art medium, atmosphere, collage, composition, mixed media, self-portrait</p>

## Art & Design: YEAR 5

*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]*

*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.*

*About great artists, architects and designers in history.*

Drawing	Painting and Mixed Media	Sculpture and 3D	Knowledge of Artists	Evaluating and Analysing	Formal Elements
<p><b>Pupils know:</b> What print effects different materials make.</p> <p><b>Pupils know how to:</b> Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge.</p> <p><b>So that they can:</b> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p><b>Pupils know how to:</b> Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas.</p> <p><b>So that they can:</b> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p><b>Pupils know how to:</b> Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display.</p> <p><b>So that they can:</b> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p><b>Pupils know:</b> Artists are influenced by what is going on around them; for example culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists use self-portraits to represent important things about themselves. Artists create works that make us question our beliefs. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example digital imagery with paint or print. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p><b>So that they can:</b> 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 how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p>	<p><b>Pupils know:</b> Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People make art to portray ideas about identity. People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.</p> <p><b>So that they can:</b> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p><b>Colour:</b> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p><b>Form:</b> An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.</p> <p><b>Pattern:</b> Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p><b>Texture:</b> How to create texture on different materials.</p> <p><b>Tone:</b> Tone can help show the foreground and background in an artwork.</p>

# Art & Design: YEAR 6

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 use a range of materials creatively to design and make products.

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.

Term:	AUTUMN	SPRING	SUMMER
Unit:	<b>Craft and Design</b> <b>Photo Opportunity</b>	<b>Drawing</b> <b>Make my voice heard</b>	<b>Sculpture and 3D</b> <b>Making Memories</b>
Link to Kapow Planning:	<a href="#">Unit Lesson Plans</a>	<a href="#">Unit Lesson Plans</a>	<a href="#">Unit Lesson Plans</a>
Unit Outcomes:	Pupils who are secure will be able to: <ul style="list-style-type: none"> <li>• Explain how a new image can be created using a combination of other images.</li> <li>• Understand what photomontage is and recognise how artists use photography.</li> <li>• Select relevant images and cut them with confidence and a level of control.</li> <li>• Demonstrate a competent knowledge of effective composition, discussing their ideas.</li> <li>• Use recording devices and available software with confidence.</li> <li>• Demonstrate a confident understanding of Edward Weston's style through their artistic choices.</li> <li>• Discuss the features of a design, e.g. explaining what is effective about a composition.</li> <li>• Select a suitable range of props, considering the design brief and their initial ideas.</li> <li>• Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.</li> <li>• Use editing software to change their image, reflecting an artist's style.</li> <li>• Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.</li> <li>• Set up a composition and think about a space that will provide good lighting levels.</li> <li>• Take a portrait that is focused and appropriately framed.</li> <li>• Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.</li> <li>• Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.</li> <li>• Create a final painting or drawing with tonal differences that create a photo-realistic effect.</li> </ul>	Pupils who are secure will be able to: <ul style="list-style-type: none"> <li>• Collect a good range of imagery, adding annotated notes and sketches.</li> <li>• Make relevant comparisons between different styles of art.</li> <li>• Use tools effectively to explore a range of effects.</li> <li>• Respond to the meaning of a spirit animal through drawing.</li> <li>• Generate symbols that reflect their likes and dislikes with little support.</li> <li>• Create a tile that is full of pattern, symbols and colours that represents themselves.</li> <li>• Discuss ideas to create light and dark through drawing techniques.</li> <li>• Explain the term chiaroscuro.</li> <li>• Apply chiaroscuro to create light and form through a tonal drawing.</li> <li>• Understand the impact of using techniques for effect.</li> <li>• Participate in a discussion that examines the similarities and differences between different styles of art.</li> <li>• Form their own opinions about what art is, justifying their ideas.</li> <li>• Identify a cause and decide what message they want to convey.</li> <li>• Understand artist's choices to convey a message.</li> <li>• Review sketchbook and creative work to develop a drawn image.</li> <li>• Review and revisit ideas to develop their work.</li> </ul>	Pupils who are secure will be able to: <ul style="list-style-type: none"> <li>• Discuss the work of artists that appreciate different artistic styles.</li> <li>• Create a sculpture to express themselves in a literal or symbolic way.</li> <li>• Reflect verbally or in writing about creative decisions.</li> <li>• Suggest ways to represent memories through imagery, shapes and colours.</li> <li>• Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</li> <li>• Competently use scissors to cut shapes accurately.</li> <li>• Talk about artists' work and explain what they might use in their own work.</li> <li>• Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</li> <li>• Successfully translate plans to a 3D sculpture.</li> <li>• Work mostly independently, experimenting and trying new things.</li> <li>• Identify and make improvements to their work.</li> <li>• Produce a completed sculpture demonstrating experimentation, originality and technical competence.</li> <li>• Competently reflect on successes and personal development.</li> </ul>
Lesson Objectives:	<b>L1:</b> I can apply an understanding of composition to create an effective photomontage advertising poster <b>L2:</b> I can apply an understanding of abstract art through photography <b>L3:</b> I can demonstrate an understanding of design choices using digital photography techniques <b>L4:</b> I can apply an understanding of photography to design and recreate a famous painting <b>L5:</b> I can demonstrate observation and proportion to create art in a photorealistic style	<b>L1:</b> I can explore expressive drawing techniques <b>L2:</b> I can consider how symbolism in art can convey meaning <b>L3:</b> I can apply understanding of the drawing technique chiaroscuro <b>L4:</b> I can evaluate the context and intention of street art <b>L5:</b> I can apply an understanding of impact and effect to create a powerful image	<b>L1:</b> I can analyse how art can explore the concept of self <b>L2:</b> I can explore sculptural techniques <b>L3:</b> I can use creative experience to develop ideas and plan a sculpture <b>L4:</b> I can apply an understanding of materials and techniques to work in 3D <b>L5:</b> I can problem solve, evaluate and refine artwork to achieve a chosen outcome
Key Vocabulary for Seesaw:	<b>L1:</b> arrangement, cityscape, composition, Dada, image, layout, photomontage <b>L2:</b> macro, monochromatic, monochrome, photography <b>L3:</b> album, appealing, colour, composition, digital, editing, emulate, focus, frame, replacement, saturation, software <b>L4:</b> composition, edit, famous, frame, painting, photograph, pose, prop, recreate, software <b>L5:</b> grid, large scale, observation, photorealism, photorealistic, portrait, proportion, scale, selfie, self-portrait	<b>L1:</b> ancient civilisation, experimental, fresco, expressive, imagery, mark making, Maya, mural <b>L2:</b> aesthetic, character traits, interpretation, modern art, reflective, represent, spirit companion, symbol, symbolic <b>L3:</b> chiaroscuro, dark, effect, form, light, shading, technique, tone <b>L4:</b> audience, commissioned, graffiti, guerilla art, impact, issue, street art <b>L5:</b> composition, convey, develop, drawing decisions	<b>L1:</b> artwork, attributes, compare, contrast, expression, identity, literal, memories, self, symbolic <b>L2:</b> three-dimensional, assemblage, composition, juxtaposition, manipulate, relief, sculpture <b>L3:</b> abstract, embedded, influence, inspiration, memory, object, plan, sculpture, tradition <b>L4:</b> in-process, manipulate, materials, pitfall, reflections, sculpture, tools <b>L5:</b> evaluation, experimentation, development, reflection, sculpture

## Art & Design: YEAR 6

*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]*

*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.*

*About great artists, architects and designers in history.*

Drawing	Sculpture and 3D	Craft and Design	Knowledge of Artists	Evaluating and Analysing	Formal Elements
<p><b>Pupils know:</b> Gestural and expressive ways to make marks. Effects different materials make. The effects created when drawing into different surfaces</p> <p><b>Pupils know how to:</b> Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.</p> <p><b>So that they can:</b> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.</p>	<p><b>Pupils know how to:</b> Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.</p> <p><b>So that they can:</b> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<p><b>Pupils know:</b> How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life.</p> <p><b>Pupils know how to:</b> Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing.</p> <p><b>So that they can:</b> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.</p>	<p><b>Pupils know:</b> Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'. Artforms are always evolving as materials and techniques change over time.</p> <p><b>So that they can:</b> 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. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<p><b>Pupils know:</b> Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Art can be a digital art form, like photography. Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. People use art as a means to reflect on their unique characteristics. Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways &amp; can be different for everyone. Everyone has a unique way of experiencing art.</p> <p><b>So that they can:</b> Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p><b>Colour:</b> A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p><b>Form:</b> The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p><b>Shape:</b> How an understanding of shape &amp; space can support creating effective composition.</p> <p><b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Pattern:</b> Pattern can be created in 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> <p><b>Tone:</b> That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>