

Area		YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	<b>Visual Elements</b>	<p>Control a growing range of <b>line</b> types within one image to create <b>pattern/texture</b>.</p> <p>Begin to accurately represent <b>shape</b> of objects and face.</p> <p>Produce a variety of <b>tone</b> within one medium and apply correctly to start to show <b>form</b>.</p>	<p>Explore expressive <b>line</b> to reflect subject.</p> <p>Create <b>texture</b> that begins to describe subject surfaces.</p> <p>Consolidate accurate recreation of natural and manmade <b>shape</b>.</p> <p>Increase range of <b>tones</b> to create distance and focal points.</p>	<p>Develop accuracy of arched and curved <b>line</b> to describe complex subjects.</p> <p>Expand range of <b>textures</b> through increasing detail.</p> <p>Begin to accurately represent all aspects of manmade, organic and abstract <b>shape</b>.</p> <p>Develop closer <b>tonal</b> observation by highlighting and lowlighting subject matter.</p>	<p>Control continuous, closed, hatched and parallel <b>line</b> to accurately describe subject.</p> <p>Create and identify organic and geometric <b>shape</b> with some accuracy.</p> <p>Create depth through emphasis and blurring of <b>tone</b>.</p>
	<b>Media</b>	<p>Control a pencil with confidence adding tone and detail to whole artworks through close observation.</p> <p>Explore possibilities of chalk and oil pastels by combining other media eg.veg oil, starch, water.</p> <p>Explore drawing on different papers and scales eg newspaper and charcoal, sandpaper and oil pastel.</p>	<p>Control a pencil with confidence including accurate detail from observation.</p> <p>Stretch the use of oil pastel to include soap sgraffito.</p> <p>Explore black on black oil resists and blend chalk appropriately.</p> <p>Consider large-scale drawing and abstract drawing eg graphite sticks, charcoal.</p>	<p>Confident and accurate application of pencil, chalk and oil relative to subject.</p> <p>Increased amount of pattern and detail within tonal and soap sgraffito.</p> <p>Deepen tonal expression by combining media eg use charcoal/eraser on pencil to highlight and lowlight.</p> <p>Be confident with expressive line on a large-scale eg outdoor chalks, sticks and chalk paint.</p>	<p>Competence with a pencil in terms of varied line, expressive line, pattern, texture and tone.</p> <p>Secure in ability to blend coloured media like oil and chalk pastel.</p> <p>Secure knowledge of tonal range with all media to express three-dimensional form within a two dimensional image.</p> <p>Secure with large scale and small-scale outcomes.</p>
	<b>Skill</b>	<p>Be able to use the possibilities of line to create an entire detailed image.</p> <p>Be able to create foreground, midground and background within landscape/still life imagery.</p> <p>Be able to recreate accurate proportion within portraiture.</p>	<p>Be able to begin realistic representation using single media.</p> <p>Be able to utilise a vanishing point informally in still life/landscape.</p> <p>Be able to add increasing detail to features within portraiture.</p>	<p>Be able to combine media for more accurate and appropriate representation.</p> <p>Be able to create perspective using a vanishing point.</p> <p>Be able to add further details and accuracy to facial features within portraiture.</p>	<p>Be able to select and combine media and techniques showing independence within creativity.</p> <p>Be able to accurately depict perspective.</p> <p>Be able to recreate an accurately proportioned and detailed portrait.</p>
Painting	<b>Visual Elements</b>	<p>Confidently mix secondary <b>colour</b> and a limited range of <b>tones</b> within.</p> <p>Continue to mix and utilize the expressive quality of <b>colour</b>.</p> <p>Develop the range of <b>textures</b> to describe the feel of subjects.</p>	<p>Confidently mix secondary <b>colour</b> and a range of <b>tones</b> within.</p> <p>Build confidence with emotive <b>colour</b> use.</p> <p>Begin to widen and increase accuracy of <b>textures</b> in relation</p>	<p>Increasing confidence with tertiary <b>colour</b>.</p> <p>Develop the use of <b>colour</b> to respond emotionally to subject.</p> <p>Further develop accuracy in depiction of <b>texture</b> and look at</p>	<p>Secure and accurate creation of tertiary <b>colour</b> in a range <b>tones</b>.</p> <p>Securely express emotion through use of <b>colour</b> in descriptive and abstract imagery.</p>

			to a variety of subjects eg. glass, translucency, grass, bristly.	using texture to aid expression of mood of subject.	Confidently depict the feel of a wide range of surface <b>textures</b> and use to enhance expression.
	<b>Media</b>	Continue to explore a widening range of media eg, tempera block, tempera paste, watercolour, ink washes and a variety of brushes.  Look at creating movement using alternative tools, palette knives, card edges, cotton buds.  Work on small and large-scale imagery with a range of paper sizes.	Create increasing expressive and descriptive marks in a variety of media.  Start to identify the most appropriate media for subject eg watercolour landscape or impasto landscape.  Create confident large-scale artworks and be able to apply fine detail also using at least two brushes.	Build confidence with selection of appropriate tool/brush for task.  Continue to explore the possibilities of paint eg salt and watercolour, resist, wet on wet, to describe subject with increasing accuracy and expression.  Continue to mix media, scale and paper types.	Secure control of a variety of brushes and tools.  Create a range of surfaces with appropriate choice of media eg water, mountains, glass, skin.  Work confidently with scale.
	<b>Skill</b>	Be able to mix tone within secondary colour.  Be able to create depth, mood and form through the use of colour.  Be able to describe some surface textures using appropriate media and technique.	Be able to mix a variety of tones of a secondary colour.  Be able to express emotion through colour mixing.  Be able to describe the feel of a subject with increasing accuracy.	Be able to identify and utilise harmonious and complimentary colour and begin to mix tertiaries.  Be able to mix an increasing range of tone to enhance form within subject.  Be able to use a variety of media to achieve textural outcomes.	Be able to mix tertiary colour that accurately describes subject eg skin tones.  Be able to mix a wide range of tone to enhance form.  Be able to identify appropriate media and technique to describe subject.
Collage	<b>Visual Elements</b>	Explore an increasing variety of paper <b>textures</b> including making own.  Confidently cut a growing range of complex <b>shape</b> .  Arrange shape into more detailed <b>pattern</b> eg mosaic	Explore a wider range of <b>textured</b> surfaces eg masking tape, packaging, foils, textiles.  Increasing accuracy of detailed <b>shape</b> cutting and placement within <b>pattern</b> making eg. Notan Art.	Combine a variety of <b>textured</b> surfaces eg newspaper, foil, textiles.  Controlled cutting of complex and detailed <b>shape</b> .  Increasing complexity of <b>pattern</b> compositions and layering.	Secure in creation and selection of appropriate <b>textures</b> and surfaces to describe subject.  Confidently arrange complex <b>pattern</b> and compositions from detailed <b>shape</b> .
	<b>Media</b>	Layer paper to create texture eg foil and tissue.  Layer tissue and pva.  Repeat shape cutting into structured paper mosaic.	Build layers to describe subject by combining media eg wool, fabric, tape and foil, magazine, photographs.  Explore alternative media eg Lasagna Mosaic.  Continue to explore structure within pattern eg random, repeat, flowing.	Begin to work into collage using drawing/painting media eg masking tape landscape painted finish.  Build confidence Create collage using a variety of subject matter eg portrait, still life, poster design.  Show awareness of controlled and conscious pattern making eg repeat, radial.	Confidently combine a variety of textured and coloured surfaces.  Accurately represent subject using layering, texture and structure.  Display secure knowledge of repeat, random and regular pattern.

	<b>Skill</b>	Be able to create a range of textured surfaces. Be able to create increasingly complex composition.  Be able to balance texture and pattern within a composition.	Be able to create and combine a growing range of textured surfaces.  Be able to arrange complex considered composition.  Be able to create a variety of pattern within composition.	Be able to create, select and combine a wide range of textured surfaces.  Be able to arrange complex and structured composition.  Be able to recreate and create regular pattern.	Be able to create, select and combine a large range of textured surfaces.  Be able to complete compositions by arranging and rearranging and justifying choices.  Be able to create complex pattern by combining varied elements.
3D	<b>Visual Elements</b>	Replicate <b>pattern</b> and textures in a 3D <b>form</b> .	Replicate <b>pattern</b> and <b>texture</b> with some accuracy to describe <b>form</b> .	Use <b>pattern</b> and <b>texture</b> to describe and decorate <b>form</b> accurately.	Secure in application of <b>pattern</b> and <b>texture</b> to accurately describe surfaces of <b>form</b> .
	<b>Media</b>	Use a growing range of tools for mark making to add detail to malleable surfaces.  Show growing structural awareness through balance and joining of paper/card.  Explore techniques to manipulate new media eg twisting, wrapping, covering, pasting.	Begin to add descriptive detail to malleable media to improve accuracy of representation.  Begin to add complex layers and details to card and paper sculptures and explore different scales of outcomes.  Create increasingly complex form using extended range of media.	Confident handling of malleable media with reduction and joining with growing accuracy of representation.  Work confidently with card and paper slotting and stacking with increasing detail and scale.  Begin to combine techniques and materials with more confidence.	Secure in ability to mould join, reduce and decorate a malleable clay/dough showing accuracy and detail.  Creating accurate representations of subject through card and paper joining on a range of scales.  Working securely with a range of combined materials such as foil, textiles, wool, recycling, straws etc.
	<b>Skill</b>	Be able to build structures with increasing complexity.  Be able to join a growing range of media.  Be able to add a growing range of detail to surfaces.	Be able to build structures with increasing complexity and variety of media.  Be able to secure and balance separate elements on different scales.  Be able to describe subject with more accuracy through detailed finishes.	Be able to combine media to create complex structures using a wide range of media.  Be able to build secure and balanced forms from separate elements on small and large scale.  Be able to add descriptive detail to surfaces of forms with accuracy.	Be able to confidently combine media into accurate representation of complex form.  Be able to build complex forms that are secure and balanced and accurately describe the subject.
Print-Making	<b>Visual Elements</b>	Continue to explore layering and combination of <b>colour</b> .  Continue to explore <b>pattern</b> adding increasing detail to imagery.	Confidently employ use of tint and shade ( <b>tone</b> ) in printmaking process.  Create detailed and descriptive <b>patterns</b> within prints.	Select appropriate <b>colours</b> and <b>tones</b> for process.  Details and <b>pattern</b> now begin to describe subject matter with some accuracy.	Secure in the light to dark rules of <b>colour</b> printmaking.  Create <b>pattern</b> within the subject that is regular and descriptive.
	<b>Media</b>	Polystyrene marker reliefs with growing detail.  Card collagraphs with increasingly complex shape.	Polystyrene relief using roller and paint for two colour imagery.  Card collagraphs with complex shape and exploring addition of	Polystyrene relief reduction with two colours.  Card collagraphs with combination of textures from	Polystyrene two colour reductions with pattern and detail.  Layer card collagraphs.

			textures eg string, oats, sand glued to plates.	alternative and imaginative materials.	
	<b>Skill</b>	Be able to make a print in more than one colour.  Be able to make a detailed print using pattern.	Be able to make a print in more than one tone of a colour.  Be able to create increasingly complex repeat pattern.	Be able to layer two colours using registration.  Be able to create a wide variety of printed textures through collagraphy.	Be able to impress descriptive detail into two layers of a reduction print.  Be able to combine collagraph plates into single prints and work into them with paint, pencil, pen etc.
<b>Design</b>		Investigate a given design brief through research and start to identify the problem to be solved.  Show imagination and creativity in outcomes.  Begin to use form (what does it look like?) and function (what does it do?) to inform design ideas.	Investigate a given design brief through research and recognise the problem to be solved.  Demonstrate creativity and problem solving through development of at least two ideas before outcome.  Begin to use visual elements to describe the form of a design.	Investigate a design brief through research.  Demonstrate creativity and problem solving through development of ideas before outcome.  Use form and function to inform design ideas.  Use the visual elements to describe the form of a design.  Begin to consider the function of the outcome- eg does the poster have all the info, does the hat fall off?	Investigate a design brief through research and some analysis.  Demonstrate creativity and problem solving through development of ideas before outcome.  Use form and function to inform design ideas.  Begin to show some originality in ideas.
<b>Exploring</b>		Create sketchbooks to record observations and use them to review and revisit their ideas.  Explore their own ideas.  Use visual and other information for their work.  Identify the different forms of art: books, pictures, wallpaper, fabric etc.	Create sketchbooks to record observations and use them to review and revisit their ideas.  Communicate their own ideas and meanings through a range of materials and processes for a range of purposes.  Identify the different forms of art: books, pictures, wallpaper, fabric etc.	Create sketchbooks to record observations and use them to review and revisit their ideas.  Communicate their own ideas and meanings through a range of materials and processes for a range of purposes.  Identify the different forms of art: books, pictures, wallpaper, fabric etc and use them to influence their own work.	Create sketchbooks to record observations and use them to review and revisit their ideas.  Explore and experiment to plan and collect source material for future work.  Identify the different forms of art: books, pictures, wallpaper, fabric etc and use them to influence their own work.
<b>Evaluating</b>		Comment on the differences and similarities in their own work and the work of others using vocabulary of the visual elements eg colour, form, texture.  Suggest ways of improving their own work.  Demonstrate some knowledge about the work of a range of	Comment on the differences and similarities in their own work and the work of others using increasingly accurate visual vocabulary.  Suggest ways of improving their own work.  Demonstrate some knowledge about the work of a range of	Comment on the differences and similarities in their own work and the work of others using increasingly accurate visual vocabulary.  Suggest ways of improving their own work.  Demonstrate some knowledge about the work of a range of	Comment on the differences and similarities in their own work and the work of others with confident use of the visual element vocabulary.  Suggest ways of improving their own work.  Demonstrate some knowledge about the work of a range of

		<p>artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making link to their own work.</p> <p>Knowledge of the areas Art: Still Life, Land/SeaScape, Built Environment, Sculpture and Portraiture.</p> <p>Knowledge of the areas of Design: Graphics, Fashion/Textiles, Product, Jewellery, Architecture.</p>	<p>artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making link to their own work.</p> <p>Knowledge of the areas Art: Still Life, Land/SeaScape, Built Environment, Sculpture and Portraiture.</p> <p>Knowledge of the areas of Design: Graphics, Fashion/Textiles, Product, Jewellery, Architecture.</p>	<p>artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making link to their own work.</p> <p>Knowledge of the areas Art: Still Life, Land/SeaScape, Built Environment, Sculpture and Portraiture.</p> <p>Knowledge of the areas of Design: Graphics, Fashion/Textiles, Product, Jewellery, Architecture.</p>	<p>artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making link to their own work.</p> <p>Knowledge of the areas Art: Still Life, Land/SeaScape, Built Environment, Sculpture and Portraiture.</p> <p>Knowledge of the areas of Design: Graphics, Fashion/Textiles, Product, Jewellery, Architecture.</p> <p>Be able to compare and contrast the work of two artists/designers.</p>
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**Visual Elements:** How are the pupils going to utilise LINE, TONE, COLOUR, SHAPE, TEXTURE, PATTERN and FORM?

**Media:** What equipment and materials will the pupils be using?

**Skill:** What will the pupils be able to do by the end of the experience?