



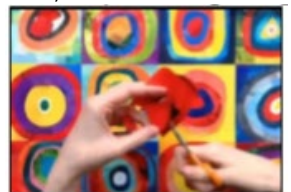



Art and Design Progression of Pitch (EYFS – KS2)




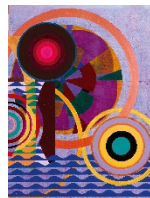


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Artist: Damien Hirst (local artist)</p> 	<p>Artist: Jackson Pollock (American painter)</p> 	<p>Artist: Piet Mondrian (Dutch painter)</p> 	<p>Artist: Martin Bulinya (African painter)</p> 	<p>Artist: Wassily Kandinsky (Russian painter)</p> 	<p>Artist: Sonia Delaunay (Ukrainian artist)</p> 
	<p>Outcome: To explore mark making</p> <p>Knowledge Know how to explore and use a range of tools for making marks on paper e.g., pens, pencils of different thickness.</p> <p>Skills Explore simple mark making with a variety of materials – pencils, felt tips, biro, paint dots</p> <p>Vocabulary Draw, shape, circle, round, form, colour</p> <hr/> <p>Continuous provision: To experiment with and use primary colours. Use paint of different consistency. Develop some control and refinement in painting. Explore making marks, creating lines and circles and giving meaning to marks e.g., “That’s me”</p>	<p>Outcome: To explore splatter painting and the effects of paint – compare to fireworks in the night sky</p> <p>Knowledge Name at least one of the primary colours. Know how colours can be mixed (exploration).</p> <p>Skills Use a brush to drop and splat paint Explore how colour mix to create a new colour</p> <p>Vocabulary Splat, drop, drip</p> <hr/> <p>Continuous provision: Draw with increasing complexity and detail, such as representing a face with a circle and including details Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Outcome: To explore using lines to create art</p> <p>Knowledge Know how to use a variety of drawing tools. Know lines can be curved or straight.</p> <p>Skills Use a variety of textured, sized, coloured and shaped papers. Draw controlled lines and use the skill to make different shapes.</p> <p>Vocabulary line, crayon, drawing, felt tip</p> <hr/> <p>Continuous provision: Use drawing to represent ideas like movement or loud noises. •Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>	<p>Outcome: To explore using a range of media</p> <p>Knowledge Know we can draw to represent events, people and objects.</p> <p>Skills Develop some control and refinement in drawing.</p> <p>Vocabulary Charcoal, pastels, chalk</p> <hr/> <p>Continuous provision: Observational drawings of objects and plants</p>	<p>Outcome: To explore using collage</p> <p>Knowledge Know different materials create different textures. Know different tools can be used to manipulate materials e.g. hands to tear, rip and crumple or scissors to cut.</p> <p>Skills Cut and tear paper / card for collages. Scrunch paper to build an image.</p> <p>Vocabulary collage, cut, join, scrunch, tear</p> <hr/> <p>Continuous provision: Observational drawings of growth and change – recording observations of caterpillars growing in class</p>	<p>Outcome: To explore printing</p> <p>Knowledge Know a regular pattern can be made using shapes. Know what a repeating pattern is (make and describe).</p> <p>Skills To develop control when printing and creating a piece of art e.g., Print using a variety of materials (such as cork and pressing it down to create a circle or using a cube to create a square) with control.</p> <p>Vocabulary pattern, print, printmaker, repeated pattern, surface</p> <hr/> <p>Continuous provision: Draw using instructions and guides. Create own drawings based on experiences Use a variety of materials and technique e.g., shading and collaging</p>
	Ongoing - ‘Develop own ideas and then decide which materials to use to express them’					
	<p>Developing ideas</p> <p>To begin to know how to explore different medias- sounds, colours, materials, textures and drawing. To begin to know how to use media and materials in original ways.</p>	<p>Evaluating</p> <p>Say what they like about their artwork or what they did well. Talk about what they have done. Describe what they can see and like in the work of another artist.</p>		<p>Great artists, architects and craftspeople</p> <p>To know of some famous artists and begin to use and know simplified styles and techniques.</p>		

Art and Design Progression of Pitch (EYFS – KS2)







	<p>To begin to know the uses and purposes of different medias-sounds, colours, materials, textures and drawing.</p> <p>To begin to know how to adapt own work when necessary, in an informal manner.</p>		
--	--	--	--

	Painting	Drawing	Collage	Printing	Sculpture	Digital Media
--	-----------------	----------------	----------------	-----------------	------------------	----------------------

Art and Design Progression of Pitch (EYFS – KS2)

Year 1	<p>Artist: Paul Klee (Swiss-German artist)</p> <p>Outcome: To create a landscape using secondary colours</p> <p>Movement: Abstract</p>  <p><u>Knowledge</u> To know how to distinguish between a thin and thick brush. To know how to use thick and thin brushes. To know what a colour wheel is. To know how to create colour wheels.</p> <p><u>Skills</u> Holding a paint brush. Colour mixing.</p> <p><u>Vocabulary</u> Distinguish, colour wheel</p>	<p>Artist: William H Johnson (African-American artist)</p> <p>Outcome: To create an observational drawing of flowers (still life)</p> <p>Movement: Harlem Renaissance</p>  <p><u>Knowledge</u> To know how to draw lines of different sizes and thickness. To know how to add colour to their own work, neatly following the lines. To know how to show pattern and texture by adding dots and lines.</p> <p><u>Skills</u> Holding a pencil. Following the lines. Adding dots and lines.</p> <p><u>Vocabulary</u> Thickness, pattern, texture</p>	<p>Artist: Giuseppe Arcimboldo (Italian artist)</p> <p>Outcome: To create a self-portrait by cutting, tearing and cutting materials</p> <p>Movement: Mannerism</p>  <p><u>Knowledge</u> To know how to use a combination of materials that are cut, torn and glued. To know how to sort and arrange materials.</p> <p><u>Skills</u> Cutting, tearing and gluing. Arranging materials.</p> <p><u>Vocabulary</u> Cutting, arranging, combination, material</p>	<p>Artist: Beatriz Milhazes (Brazilian artist)</p> <p>Outcome: To print using 2D shapes</p> <p>Movement: Modernism</p>  <p><u>Knowledge</u> To know how to use repeating or overlapping shapes. To know how to use objects to create prints (e.g. fruit, vegetables or sponges). To know how to press, roll, rub and stamp to make prints.</p> <p><u>Skills</u> Pressing, rubbing and stamping.</p> <p><u>Vocabulary</u> Repeating, overlapping, press, roll, rub, stamp, print</p>	<p>Artist: Andy Goldsworthy (local sculptor)</p> <p>Outcome: To create an abstract sculpture</p> <p>Movement: Contemporary</p>  <p><u>Knowledge</u> To know how to use a combination of shapes. To know how to include lines and texture.</p> <p><u>Skills</u> Arranging natural materials</p> <p><u>Vocabulary</u> Sculpture, natural, arrange</p>	<p>Artist: Georges Seurat (French artist)</p> <p>Outcome: To create pointillism art using purple mash</p> <p>Movement: Pointillism</p>  <p><u>Knowledge</u> To know how to use a wide range of tools to create different, lines, colours and shapes.</p> <p><u>Skills</u> Using lines, colours and shapes.</p> <p><u>Vocabulary</u> Line, colour, shape</p>
	Ongoing					
	<p>Developing ideas</p> <p>To know how to respond to various ideas and starting points of art.</p>	<p>Evaluating</p> <p>Talk about drawings and paintings and say what they feel. Describe what they can see and like in the work of another artist / craft maker / designer.</p>	<p>Great artists, architects and craftspeople</p> <p>To know and describe the work of notable artists, artisans and designers. To know some of the styles and</p>			







Art and Design Progression of Pitch (EYFS – KS2)

		Express their feelings about their own / a peer's piece of art. Respond to ideas.			techniques of the artists, artisans and designers studied and begin to use them.	
	Painting	Drawing	Collage	Printing	Sculpture	Digital Media
Year 2	<p>Artist: Lucian Freud (British artist)</p> <p>Outcome: To create a portrait painting incorporating tints and tones</p> <p>Movement: Expressionism</p>  <p><u>Knowledge</u> To know how to select the appropriate thickness of brushes to use in their artwork. To know the difference between tint and tone. To know how to add white to colours to make tints and black to colours to make tones.</p> <p><u>Skills</u> Adding white/ black to colours to make tints and tones</p> <p><u>Vocabulary</u> Tint, tone</p>	<p>Artist: Maya Kopitseva (Russian painter)</p> <p>Outcome: To create a still life drawing using colour pencils</p> <p>Movement: Realism</p>  <p><u>Knowledge</u> To know how to draw lines of different sizes and thickness with increasing accuracy. To know how to show pattern and texture by adding dots and lines with increasing purposefulness. To know how to show different tones by using coloured pencils</p> <p><u>Skills</u> Showing tones by using coloured pencils. Drawing lines of different thickness and tone.</p> <p><u>Vocabulary</u> Texture, purposefulness, thickness, tone</p>	<p>Artist: Esther Mahlangu (African artist)</p> <p>Outcome: To create a collage using African symbols</p> <p>Movement: Contemporary</p>  <p><u>Knowledge</u> To know how to use a combination of materials that are cut, torn and glued with increasing awareness of pattern and design. To know how to sort and arrange materials with increasing awareness of pattern and design. To know how to mix materials to create texture.</p> <p><u>Skills</u> Mixing materials to create texture.</p> <p><u>Vocabulary</u> torn, pattern, design, texture</p>	<p>Artist: William Morris (British textile designer)</p> <p>Outcome: To print with natural materials</p> <p>Movement: Arts and Crafts Movement</p>  <p><u>Knowledge</u> To know how to mimic print from the environment (e.g. links to design in wallpapers). To know how to press, roll, rub and stamp to make prints following a design.</p> <p><u>Skills</u> Pressing, rolling, rubbing, stamping. Mimicking the environment.</p> <p><u>Vocabulary</u> Environment, press, roll, rub, stamp</p>	<p>Artist: Barbara Hepworth (local artist)</p> <p>Outcome: To create an abstract sculpture</p> <p>Movement: Abstract/ Modernism</p>  <p><u>Knowledge</u> To know how to use a combination of shapes following a design. To know how to use techniques such as rolling, cutting, moulding and carving.</p> <p><u>Skills</u> Rolling, cutting, moulding and carving.</p> <p><u>Vocabulary</u> Combination, technique, rolling, cutting, carving, moulding</p>	<p>Artist: William Morris (British textile designer)</p> <p>Outcome: To create a wallpaper on purple mash</p> <p>Movement: Arts and Crafts Movement</p>  <p><u>Knowledge</u> To know how to use a wide range of tools to create different texture, lines, colours and shapes with increasing independence.</p> <p><u>Skills</u> Using texture and tone.</p> <p><u>Vocabulary</u> Texture, lines, tones, colours</p>
Ongoing						

Art and Design Progression of Pitch (EYFS – KS2)

	Developing ideas		Evaluating			Great artists, architects and craftspeople	
	To know how to explore ideas and collect visual information. To know how to explore different methods and materials as ideas develop.		Talk about their work and explain it. Describe what they think or feel about their own and others' work. Think of ways to adapt and improve own work. Make links to an artist to inspire their work. Make topic links to their art. Say how other artists / craft makers / designers have used colour, pattern and shape. Begin to use ways to improve work. Explore ideas and change what they have done to give a better result.			To know some of the styles and techniques of the artists, artisans and designers studied and begin to use them making some links with previous artists. To know and describe the work of notable artists, artisans and designers stating personal preferences.	
	Painting	Drawing	Collage	Printing	Sculpture	Digital Media	

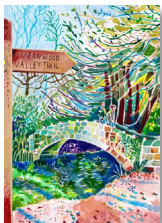





Art and Design Progression of Pitch (EYFS – KS2)

<p>LKS2 Cycle 1</p>	<p>Artist: Georgia O'Keefe (American artist)</p> <p>Outcome: Paintings of waves/ lakes/ water reflections in the style of O'Keefe</p> <p>Movement: Precisionism</p>  <p><u>Knowledge</u> To know how to use a number of brush techniques using thick and thin brushes to produce shape, textures, patterns and lines. To know how to mix colours effectively. To know how to use watercolour to create washes for backgrounds and then add detail.</p> <p><u>Skills</u> Using thick/ thin brushes to produces texture, shape, pattern and line. Creating washes for backgrounds.</p> <p><u>Vocabulary</u></p>	<p>Artist: Stephen Wiltshire (SEND, British architectural artist)</p> <p>Outcome: To use shading to create a landscape (e.g., Whitkirk/Temple Newsam)</p>  <p><u>Knowledge</u> To know how to use different hardness's of pencils to show line, tone and texture. To know how to annotate sketches to explain and elaborate ideas. To know how to sketch lightly (to avoid using a rubber to correct mistakes). To know how to use shading to show light.</p> <p><u>Skills</u> Using different hardness of pencils to show line, tone, texture. Sketching lightly.</p> <p><u>Vocabulary</u> Line, tone, texture, light</p>	<p>Saint Mark's Basilica (Italy)</p> <p>Outcome: To create a mosaic using squares</p> <p>Movement: Mosaic artistry</p>  <p><u>Knowledge</u> To know how to select and arrange materials to create a striking effect. To know the technique of mosaic.</p> <p><u>Skills</u> Cutting accurately for striking effect. Creating mosaics.</p> <p><u>Vocabulary</u> Arrange, striking, mosaic, montage</p>	<p>Artist: Katherine Rhodes (local artist)</p> <p>Outcome: To create a print block</p> <p>Movement: Contemporary</p>  <p><u>Knowledge</u> I know how to layer two or more colours. To know how to replicate patterns observed in natural or built environments. To know how to make printing blocks (e.g. from coiled string glued to a block).</p> <p><u>Skills</u> Making printing blocks. Replicating patterns.</p> <p><u>Vocabulary</u> Printing blocks, replicate, environment, natural, pattern</p>	<p>Artist: Dmytro Shavala (Ukrainian artist)</p> <p>Outcome: To create a structure using 3D shapes</p>  <p><u>Knowledge</u> To know how to create and combine shapes to create recognisable forms e.g. shapes made from nets or solid materials. To know how to use clay and other mouldable materials to create shapes in a recognisable form.</p> <p><u>Skills</u> Drawing and cutting nets. Moulding materials.</p> <p><u>Vocabulary</u> Net, solid, material, recognisable, mouldable</p>	<p>Artist: Antoni Gaudi (Spanish architect)</p> <p>Outcome: To create a mosaic on purple mash</p> <p>Movement: Mondernista</p>  <p><u>Knowledge</u> To know how to use a wide range of tools to create different texture, lines, colours and shapes and mosaics</p> <p><u>Skills</u> Using shape, texture, tones and colour</p> <p><u>Vocabulary</u> Shape, texture, lines, tones, colours</p>
--------------------------------	---	---	--	---	--	--

Art and Design Progression of Pitch (EYFS – KS2)

	Thick, thin, watercolour, wash					
	Ongoing					
	Developing ideas To know how to develop ideas from starting points throughout the curriculum. To know how to collect information, sketches are resources. To know how to adapt and refine ideas as they progress. To know how to explore ideas in a variety of ways. To know how to comment on artwork using visual language.	Evaluating Make their own choices. Annotate a sketch book. Create artwork following an idea or towards a specific purpose. Make comments on the work of others, including both ideas and techniques. Communicate what they are trying to express in their own work.			Great artists, architects and craftspeople To know some techniques used by artists, artisans and designers and replicate some of these. To know how to create original pieces that are influenced by the studies of others.	





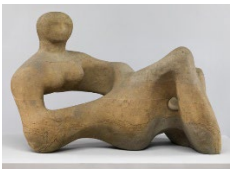
Art and Design Progression of Pitch (EYFS – KS2)

	Painting	Drawing	Collage	Printing	Sculpture	Digital Media
LKS2 Cycle 2	<p>Artist: Zachary Rossiter (SEND, local artist)</p> <p>Outcome: To paint a landscape picture of local area</p>  <p><u>Knowledge</u> To know how to use a number of brush techniques using thick and thin brushes to produce shape, textures, patterns and lines, according to purpose. To know how to mix colours effectively, according to the style, artistic movement or subject matter. To know how to use watercolour to create washes for backgrounds and then add detail with increasing accuracy. To know how to experiment creating mood with colour.</p> <p><u>Skills</u></p>	<p>Artist: Leonardo da Vinci (Italian painter, engineer and architect)</p> <p>Outcome: To sketch using cross hatching</p> <p>Movement: Renaissance</p>  <p><u>Knowledge</u> To know how to use different hardness's of pencils to show line, tone and texture with increasing purposefulness. To know how to annotate sketches to explain and elaborate ideas referencing visual language (e.g. pattern, texture, mood). To know and be able to use the skills of hatching and cross-hatching to show tone and texture.</p> <p><u>Skills</u> Showing line, tone and texture. Sketching lightly. Using hatching/ cross hatching to show tone and texture.</p>	<p>Artist: Maurits Cornelis Escher (Dutch graphic artist)</p> <p>Outcome: To create own tessellation</p> <p>Movement: Modern Art</p>  <p><u>Knowledge</u> To know how to select and arrange materials to create a striking effect with audience and intended purpose in mind. To know how to ensure that work is precise when using the techniques of coiling, overlapping, tessellation and montage and apply these.</p> <p><u>Skills</u> Arranging materials for striking effect. Using coiling, overlapping, tessellation and montage.</p> <p><u>Vocabulary</u> Arranging, overlapping, tessellation, montage, striking</p>	<p>Artist: Betty Muffler (Aboriginal Australian artist)</p> <p>Outcome: To create a print using pattern</p>  <p><u>Knowledge</u> To know how to replicate patterns observed in natural or built environments using increasing accuracy. To know how to make precise repeating patterns.</p> <p><u>Skills</u> Creating precise printing patterns. Replicating environments.</p> <p><u>Vocabulary</u> Repeating patterns, natural environment, built environment, replicate</p>	<p>Artist: Zaha Hadid (Iraqi- British architect)</p> <p>Outcome: To create a sculpture with added detail</p> <p>Movement: Postmodern architecture</p>  <p><u>Knowledge</u> To know how to include texture that conveys expression. To know how to add materials to provide interesting detail.</p> <p><u>Skills</u> Including texture that conveys feelings and expression. Adding materials to provide detail.</p> <p><u>Vocabulary</u> Feelings, expression, movement</p>	<p>Artist: Cressida Cowell (British author and illustrator)</p> <p>Outcome: To create a digital story board</p>  <p><u>Knowledge</u> To know how to put still images together with sound effects/recordings and explain why they were created.</p> <p><u>Skills</u> Creating a video from still images and sound recordings.</p> <p><u>Vocabulary</u> Images, videos, explaining</p>

Art and Design Progression of Pitch (EYFS – KS2)

	Producing pattern, shapes, texture, patterns and lines. Experimenting with mood and colour.	<u>Vocabulary</u> Hardness, line, tone, texture, annotate, texture, mood, crosshatching				
	<u>Vocabulary</u> Technique, shape, pattern, line, watercolour, mood					
	Ongoing					
	Developing ideas To know how to develop ideas from starting points throughout the curriculum. To know how to collect information, sketches are resources. To know how to adapt and refine ideas as they progress.	Evaluating Plan work carefully before beginning. Experiment with the styles of different artists. Compare others' work with their own. Appraise the ideas, methods and approaches used in others' work, using a critical approach. Use the appraisal of others for improvement. Communicate what they are trying to express in their own work.	Great artists, architects and craftspeople To know some techniques used by artists, artisans and designers and replicate some of these with increasing accuracy. To know how to create original pieces that are influenced by the studies of others explaining reasoning and choices.			
	Painting	Drawing	Collage	Printing	Sculpture	Digital Media



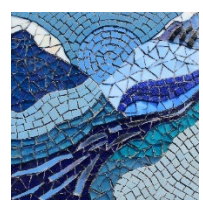
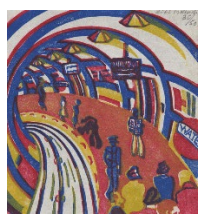

Art and Design Progression of Pitch (EYFS – KS2)

<p>Year 5</p>	<p>Artist: Claude Monet (French painter)</p> <p>Outcome: To create a painting using tints and tones to enhance a mood</p> <p>Movement: Impressionism</p>  <p><u>Knowledge</u> To know how to sketch (lightly) before painting to combine line and colour. To know how to create a colour palette based upon colours observed in the natural or built world. To know how to combine colours, tones and tints to enhance the mood of a piece. To know how to use brush techniques and the qualities of paint to create texture.</p> <p><u>Skills</u> Sketching lightly (before painting).</p>	<p>Artist: Ian Murphy (British fine artist)</p> <p>Outcome: To sketch to create effect</p> <p>Movement: Contemporary</p>  <p><u>Knowledge</u> To know how to use a variety of techniques to add interesting effects- reflections. To know how to choose a style of drawing suitable for the work e.g. realistic or impressionistic.</p> <p><u>Skills</u> Creating reflections and shadows. Choosing a style of drawing.</p> <p><u>Vocabulary</u> Techniques, reflection, shadows, direction, realistic, impressionistic</p>	<p>Artist: Frieda Khalo (Mexican painter)</p> <p>Outcome: To create a portrait collage using visual and tactile qualities</p> <p>Movement: Surrealism</p>  <p><u>Knowledge</u> To know how to mix textures (rough and smooth, plain and patterned). To know how to combine visual and tactile qualities within collage.</p> <p><u>Skills</u> Mixing rough, smooth, patterned textures. Combining visual and tactile qualities.</p> <p><u>Vocabulary</u> Rough, smooth, textures, visual, combining, qualities</p>	<p>Artist: Friedensreich Hundertwasser (Austrian artist and architect)</p> <p>Outcome: To create a print with a build up of layers</p> <p>Movement: Modern</p>  <p><u>Knowledge</u> To know how to build up layers of colours. To know how to create an accurate pattern showing fine detail.</p> <p><u>Skills</u> Building up layers of colours. Creating accurate patterns showing detail.</p> <p><u>Vocabulary</u> Building, creating, detail, accurate</p>	<p>Artist: Henry Moore (local artist)</p> <p>Outcome: To create a sculpture showing movement</p> <p>Movement: Modern</p>  <p><u>Knowledge</u> To know how to use tools to carve texture and movement To know how to combine visual and tactile qualities.</p> <p><u>Skills</u> Using tools to carve and add texture and movement Combining visual and tactile qualities.</p> <p><u>Vocabulary</u> Carve, texture, combining, visual, tactile, qualities, movement</p>	<p>Artist: Nick Park (animator)</p> <p>Outcome: To create an animation using videos</p> <p><u>Knowledge</u> To know how to enhance digital media by editing (including sound, video, animation, still images).</p> <p><u>Skills</u> Enhancing digital media by editing.</p> <p><u>Vocabulary</u> Enhance, digital, media, animation,</p>
----------------------	---	--	---	---	--	---

Art and Design Progression of Pitch (EYFS – KS2)

	<p>Creating colour palettes. Combining colours, tones/ tints to enhance mood. Using brush techniques.</p> <p><u>Vocabulary</u> Combine, line, colour, natural, built, enhance, mood, qualities, texture,</p>					
	Ongoing					
	<p>Developing ideas</p> <p>To know how to develop and imaginatively extend ideas from starting points throughout the curriculum. To know how to collect information, sketches and resources and present ideas imaginatively and independently in a sketchbook. To some terms associated with artistic movements such as realistic/realism or impressionism/impressionistic.</p>	<p>Evaluating</p> <p>Keep and use detailed notes in sketch book. Evaluate own and others' work, explaining and justifying their reasons. Use analysis when commenting on ideas. Consider the end point when adapting and improving their work. Develop and improve their own style. Critique each other's work as a way of developing each other's ideas. Make and support their own decisions and choices.</p>	<p>Great artists, architects and craftspeople</p> <p>To know some of the names of artists, artisans and designers, recalling some details of styles and biographies (including own sketches). To know how to create original pieces that are influenced by the studies of others explaining reasoning and choices linking to purpose.</p>			

Art and Design Progression of Pitch (EYFS – KS2)

	Painting	Drawing	Collage	Printing	Sculpture	Digital Media
Year 6	<p>Artist: Matt Small (British artist)</p> <p>Outcome: To create a painting developing a personal style</p>  <p>Knowledge To know the terms proportion and perspective. To know how to sketch (lightly) before painting to combine line and colour with increasing awareness of proportion and perspective. To know how to use the qualities of watercolour and acrylic paints to create visually interesting pieces. To know how to combine colours, tones and tints to enhance the mood of a piece with increasing accuracy and consistency.</p>	<p>Artist: David Hockney (local artist)</p> <p>Outcome: To sketch using perspective and shadows</p> <p>Movement: Pop art</p>  <p>Knowledge To know how to make a choice between techniques to depict movement, perspective, shadows and reflection. To know how to use lines to represent movement.</p> <p>Skills Using a choice of techniques to depict movement, perspective, shadow and reflection. Using line to represent movement.</p> <p>Vocabulary Depict, movement, perspective, shadow, reflection, represent, movement</p>	<p>Artist: Sue Kershaw (local artist)</p> <p>Outcome: To create a mosaic collage using ceramics</p>  <p>Knowledge To know how to mix textures (rough and smooth, plain and patterned) with purpose in mind. To know how to combine visual and tactile qualities within collage with purpose in mind. To know how to use ceramic, mosaic materials and techniques.</p> <p>Skills Mixing and combining texture. Using ceramic mosaic materials.</p> <p>Vocabulary Textures, patterned, visual, tactile, ceramic</p>	<p>Artist: Lill Tschudi (Swiss printmaker)</p> <p>Outcome: To use lino to create a print block</p>  <p>Knowledge To know how to use a range of visual elements to reflect the purpose of the work.</p> <p>Skills Using a range of visual elements to reflect the purpose of the work.</p> <p>Vocabulary Visual, elements, reflect, purpose</p>	<p>Artist: Nick Claiden (local artist)</p> <p>Outcome: To create a sculpture using a framework such as wire</p>  <p>Knowledge To know how to show life like qualities and real-life proportions. To know how to provoke different interpretations if abstract. To know how to combine visual and tactile qualities with artistic purpose in mind. To know how to use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Skills Using frameworks to provide stability and form.</p> <p>Vocabulary Provoke, interpretation, abstract, framework, stability</p>	<p>Artist: Slinkachu (photographic artist)</p> <p>Outcome: To create an instillation using figures</p> <p>Knowledge To know how to enhance digital media by editing (including sound, video, animation, still images and instillations) with increased awareness of artistic intent.</p> <p>Skills Enhancing by editing. Creating instillations.</p> <p>Vocabulary Enhance, digital, animation, awareness, instillations</p>

Art and Design Progression of Pitch (EYFS – KS2)

	<p>To know how to use brush techniques and the qualities of paint to create texture with increasing accuracy.</p> <p>To know how to develop a personal style of painting, drawing upon ideas from other artists.</p> <p><u>Skills</u> Painting with watercolours and acrylics. Combining colours, tones and tints to enhance mood. Using different brush techniques.</p> <p><u>Vocabulary</u> Proportion, perspective, visually, acrylic, techniques, texture, mood</p>					
	Ongoing					
	<p>Developing ideas</p> <p>To know how to develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>To know how to collect information, sketches and resources and present ideas imaginatively and independently in a sketchbook.</p> <p>To some terms associated with artistic movements such as realistic/realism or impressionism/impressionistic.</p>	<p>Evaluating</p> <p>Evaluate own and others' work, explaining and justifying their reasons.</p> <p>Consider the end point when selecting materials and adapting / improving their work.</p> <p>Analyse and comment on their own and others' ideas, methods and approaches.</p> <p>Make adaptations following their own reflections and the comments of others.</p>	<p>Great artists, architects and craftspeople</p> <p>To know how artists, artisans, craftspeople, designers are influential both in society and to other artists. To know how to create original pieces that are influenced by the studies of others explaining reasoning and choices linking to purpose and explain using visual language.</p>			