

Chiltern Primary School ART Long Term Plan

Together, over time, we are proud to learn to make a difference, to others and ourselves.

Our curriculum vision:

- Our Chiltern community celebrates differences and diversity within a safe and nurturing environment.
- A curriculum, which engages and enriches.
- Has ambition for ALL moving all from novice to expert.

What does this look like within ART?

- *Diversity*: Explore and develop an understanding of artistic concepts from a wide range of cultures, using a range of skills, materials and techniques, recognising the importance of Art in their communities and in the wider world.
- *Enrichment*: Learning opportunities within a range of artistic contexts, to inspire all children's engagement and enrichment.
- *Ambition*: Each child will know that their Art has meaning and will confidently create projects, demonstrating increasingly complex knowledge and skills, after considering effective feedback.

ART Skills for ALL Children at Chiltern.

ALL children will leave Chiltern Primary School with *three main skills*:

Experimenting with a diverse range of design

Using ART techniques from a broad range of cultures and within different contexts

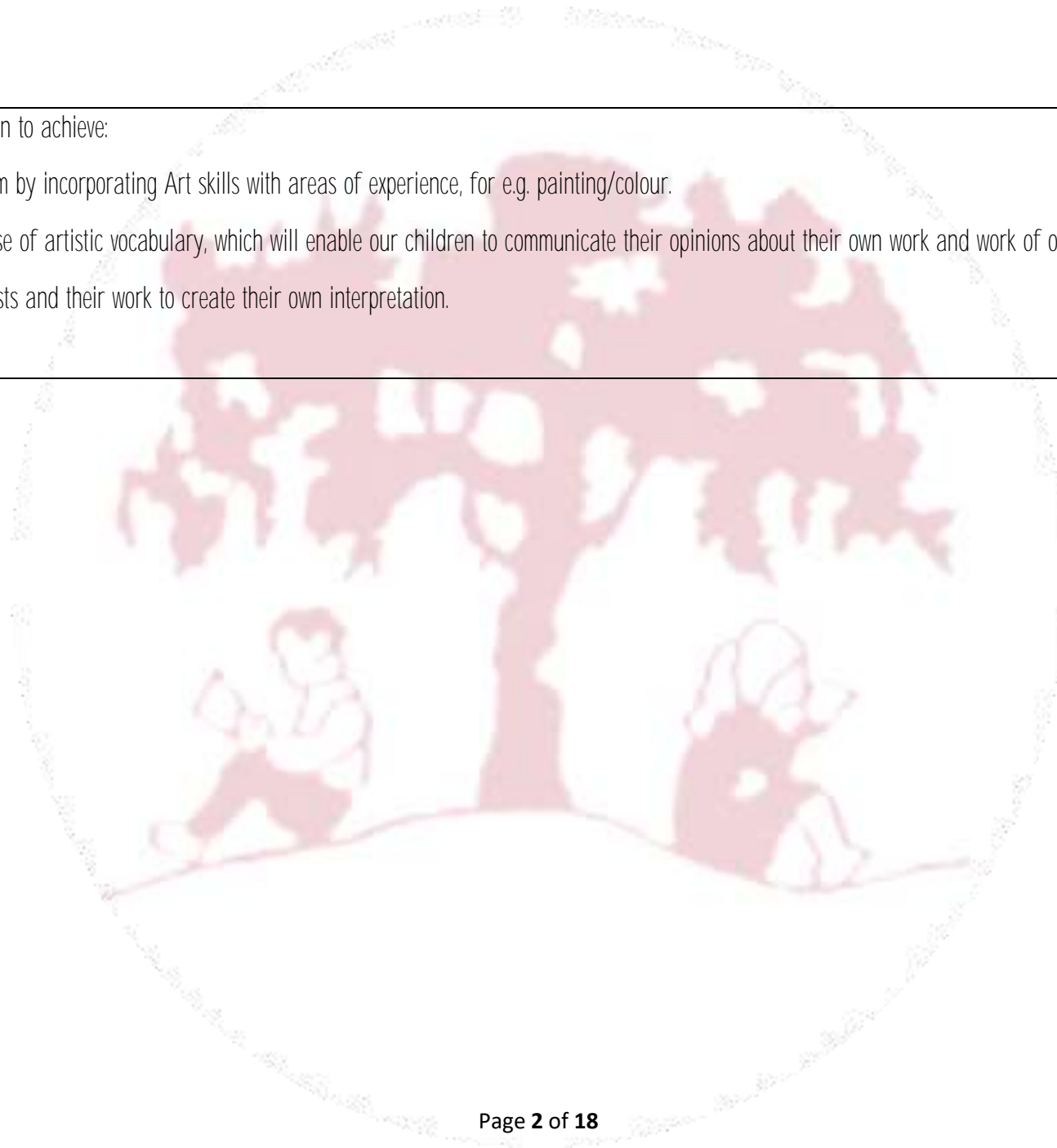
Reflection and evaluative communication to support each other in gaining excellence

What we want an artist at Chiltern to achieve:

We follow the National Curriculum by incorporating Art skills with areas of experience, for e.g. painting/colour.

We have a strong focus on the use of artistic vocabulary, which will enable our children to communicate their opinions about their own work and work of others,

We are inspired by different artists and their work to create their own interpretation.



Key

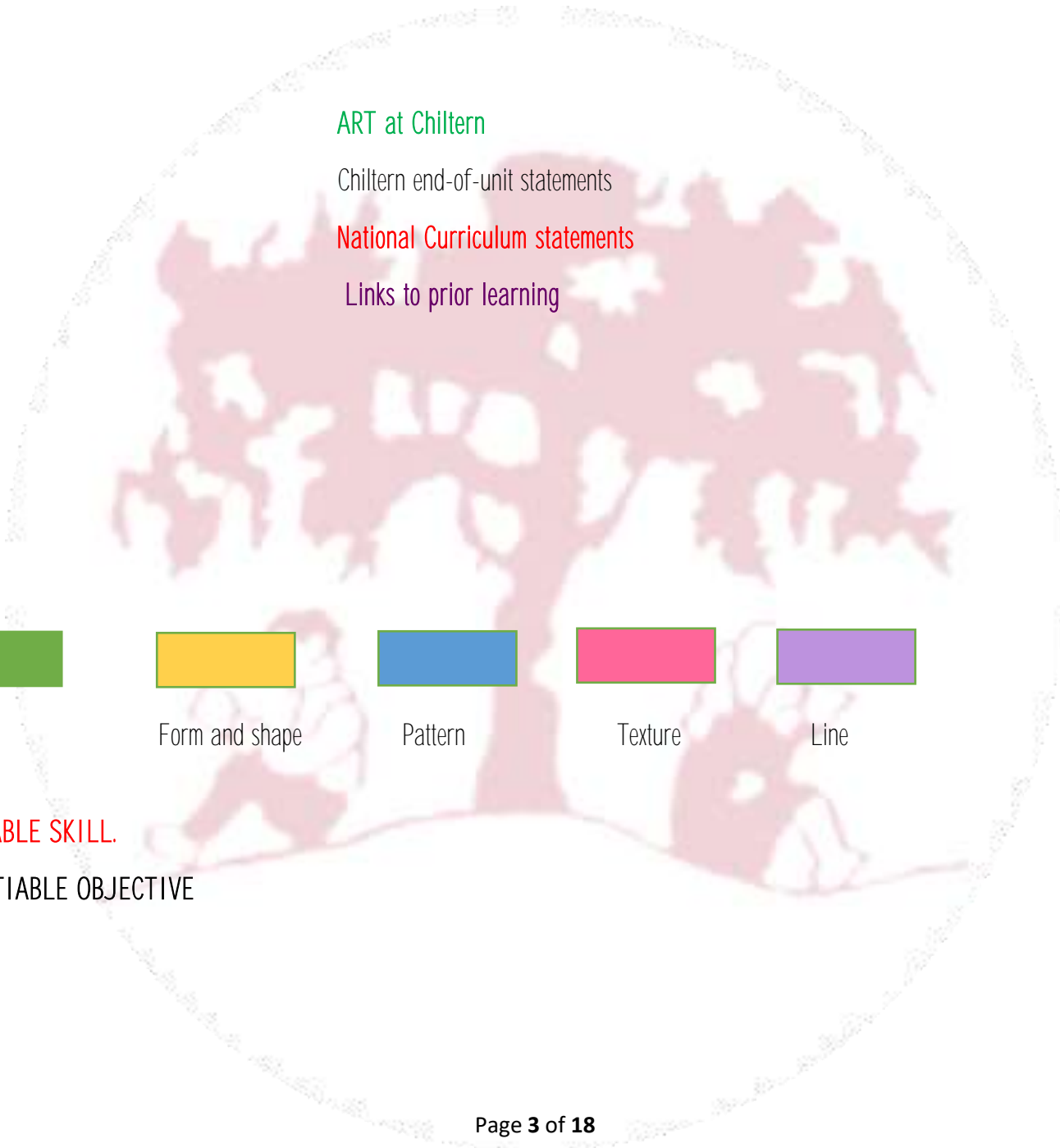
- Year 6
- Year 5
- Year 4
- Year 3
- Year 2
- Year 1
- Reception

Elements of ART:

- Colour
- Tone
- Form and shape
- Pattern
- Texture
- Line

BOLD RED IS A NON-NEGOTIABLE SKILL.

BOLD BLACK IS A NON-NEGOTIABLE OBJECTIVE



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Art and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Vocabulary	Paint, primary colours, colour, bristle, canvas, watercolour, paintbrush, water, shape, size, pencil, crayon, paper, colour mixing Paper, scissors, Cutting, sticking, glue, straight line, wavy line, smooth line, thick/thin line, smudged line, shape					

Alongside inspiring the imagination, **art in the early years** at Chiltern provides endless opportunities for being creative. **Art** based learning experiences enable our children to test ideas and processes, providing opportunities for all.

The children will be encouraged to mix colours, represent images and create collages and models on a daily basis. This is attached to topics such as Bonfire night and Christmas, as well as through in the moment planning.

During the year they will:

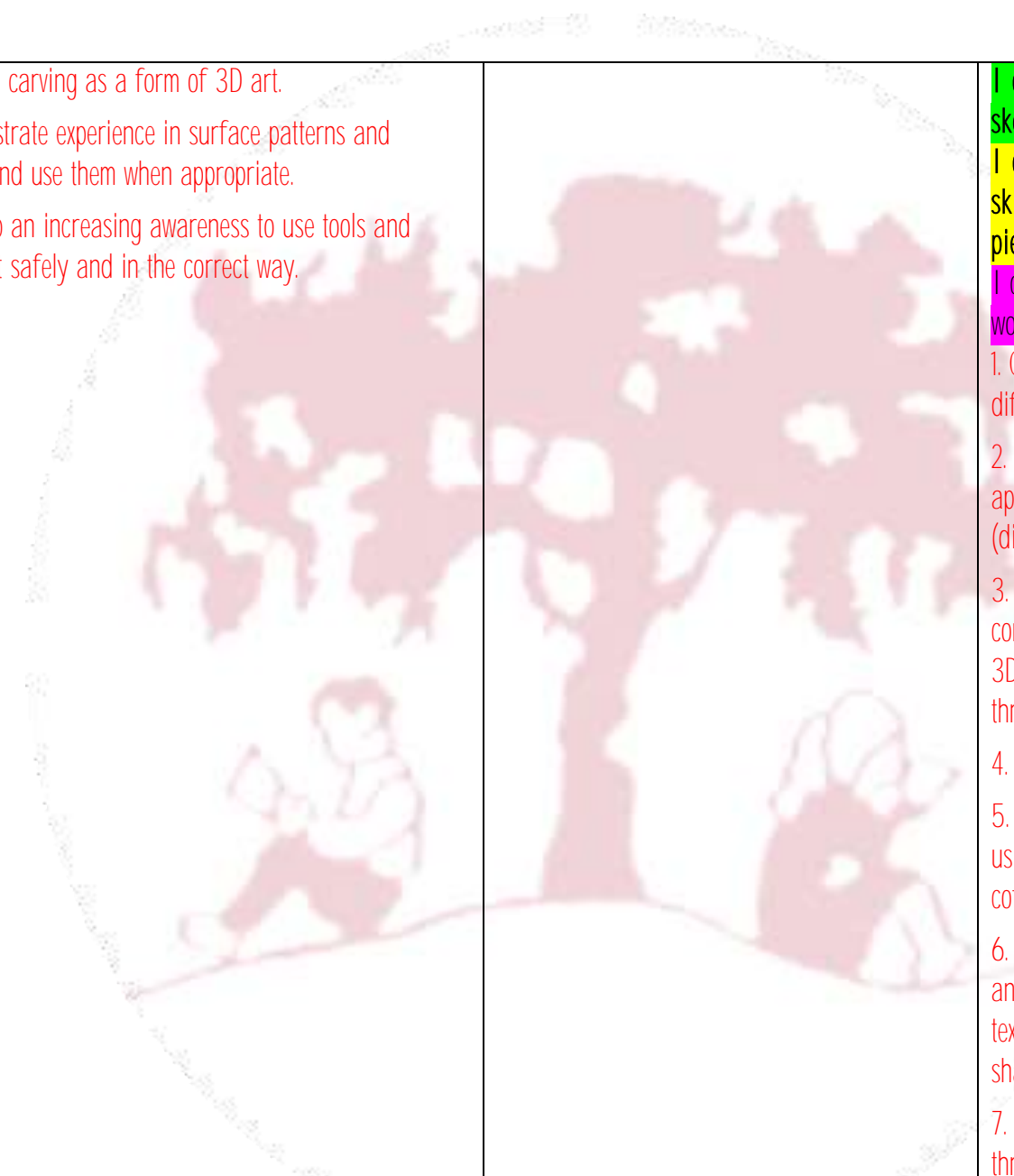
1. Begin to use and control a variety of media.
2. Start to produce lines of different thickness using a pencil.
3. Start to produce different patterns and textures from observations, imagination and illustrations.

Year 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Links to Prior Learning	(ELG) Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; exploring and playing with a wide range of media and materials, as well as providing opportunities and encouragement for sharing children's thoughts, ideas and feelings through a variety of activities in art, design and technology; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things; showing good control in handling equipment and tools effectively, including pencils for writing/drawing.											
Vocabulary	Technique, brush size, primary/secondary colours, portraits				Sketching, pencil, Natural and man-made, Rubbings, Pattern						Drawing, tone, media, marks, shade, light, dark, sketching pencils, rubbings, pattern, pastels	
(NC Statements) As children at Chiltern come from a diverse range of backgrounds, we ensure that painting and drawing allow an educational opportunity that is also engaging and exciting. These skills aid children to acquire hand-eye coordination, an important skill for their age.	Term 1 Colour Painting				Term 3 Line Drawing						Term 6 Tone Drawing with pastels	
	Self portraits- colour mixing				Mondrian- line drawing				Marc Chagall- colour and self portraits			
	I can identify colours and the objects that are associated with them.				I can explore ways of drawing lines when joining one point to another.				I can talk about the work of a variety of artists and say what I think and feel about it.			
	I can identify primary colours.				I can use pressure to change the appearance of a line.				I can investigate a range of drawing media and the marks I can make.			
	I can mix primary colours to create secondary colours.				I can create patterns using repetition.				I can make different marks using sketching pencils.			
	I can investigate portraits by a variety of artists.											

	<p>I can explore how colour can be used to convey moods and emotions.</p> <p>I can record self portraits from observation.</p> <p>I can record work in sketchbooks.</p> <ol style="list-style-type: none"> 1. Explore with a variety of media; different brush sizes and tools. 2. Choose to use thick and thin brushes as appropriate. 3. Begin to control the types of marks made with the range of media. 4. Start to mix a range of secondary colours, moving towards predicting resulting colours. 5. Name the primary and secondary colours. 6. Explore lightening and darkening paint without the use of black or white. 	<p>I can imitate and create art in the style of Mondrian.</p> <p>I can record work in sketchbooks.</p> <p>I can reflect on my learning and say what I have done well.</p> <ol style="list-style-type: none"> 1. Experiment with a variety of media. 2. Begin to control the types of marks made with the range of media. 3. Develop a range of tone using a pencil and use a variety of drawing techniques. 4. Draw lines of different shapes and thickness, using 2 different grades of pencil. 5. Investigate textures by describing, naming, rubbing and copying. 6. Communicate something about themselves. 	<p>I can use a variety of media (pastels) to create different effects.</p> <p>I can record work in sketchbooks.</p> <p>I can apply colour to portraits to portray ideas.</p> <p>I can imitate and create art in the style of Marc Chagall.</p> <ol style="list-style-type: none"> 1. Experiment with a variety of media. 2. Begin to control the types of marks made with the range of media. 3. Develop a range of tone using a pencil and use a variety of drawing techniques. 4. Draw lines of different shapes and thickness, using 2 different grades of pencil. 5. Investigate textures by describing, naming, rubbing and copying. 6. Communicate something about themselves. 			
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning						
Vocabulary	sculpture, rough, smooth, designer, craft maker, nature, shape, form, materials, tools, flat, clay, pot, statue, model, work, work of art, patterns, methods, manipulate, rubbing, stretching, bending, squashing, rolling clay, malleable, media, wire clay cutter, carving, scraping tools, smooth, texture,				colour, pattern, texture, line, shape, form, headpiece, carnival, South America, culture, design, festival, headpiece, mask, weaving, skill, notches, loom, paper, elastic, feathers, materials	Andy Warhol, Pop Art, pattern, colour, duplication, line, blotted line, shape, collage, design, ink, technique, transfer, trace, 'Campbell's Soup Can' art, design, ice cream

	clay surfaces, fettling knife, cut, score clay, plastic bag, drying out, needle tool, wooden rib, rolling pin, spray bottle, 2D, 3D.								
(NC Statements) Sculpting helps our students in developing their observational skills. They will learn how to watch the world in full detail. They will be more considerate in looking at each part of an object. Along with learning sculpture, they will also learn to picture the world in a more realistic manner. These experiences will build the children's cultural capital	Term 1 Form and shape	3D work				Term 5 Texture – Weaving	Textiles-weaving	Term 6 Pattern	Printing
	<p><u>Woodland creatures- link to Science</u></p> <p>I know differences and similarities between different practices and disciplines and I can make links to my own work in the context of thinking about nature sculptures.</p> <p>I can manipulate malleable materials for a purpose.</p> <p>I can record work in sketchbooks.</p> <p>I can experiment with tools and techniques.</p> <p>I understand the safety and basic care of materials and tools.</p> <p>I can develop my ideas- try things out, change my mind.</p> <p>I can ask and answer questions about starting points for my work.</p> <p>I can change the surface of a malleable material by carving it.</p> <p>1. Use equipment and media with increasing confidence.</p> <p>2. Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure.</p>					<p><u>Mexican patterns - weaving- link to Geography</u></p> <p>I can ask and answer questions about starting points for my work.</p> <p>I know to develop my ideas- try things out, change my mind.</p> <p>I know that different artistic works are made by craftspeople from different cultures and times.</p> <p>I can create a basic frame to be used for weaving.</p> <p>I can follow instructions.</p> <p>I can talk about weaving and artistic techniques (fringing, knotting, fraying) and explain what they are used for.</p>	<p><u>Andy Warhol- Pop art Ice Cream</u></p> <p><u>Link to Geography</u></p> <p>I can name, match and draw lines/marks from observations.</p> <p>I can invent new lines and patterns.</p> <p>I can draw on different surfaces, with a range of media.</p> <p>I can use differently textured and sized media.</p> <p>Invent new shapes.</p> <p>I can design more repetitive patterns in a style of Andy Warhol.</p>		

- 3. Explore carving as a form of 3D art.
- 4. Demonstrate experience in surface patterns and textures and use them when appropriate.
- 5. Develop an increasing awareness to use tools and equipment safely and in the correct way.



I can record work in sketchbooks.
 I can use my fine motor skills to produce weaving pieces of art.

I can evaluate my own art work and others.

- 1. Continue identifying different forms of textiles.
- 2. Gain experience in applying colour to textiles (dipping and fabric crayons).
- 3. Continue to gain confidence in weaving, both 3D and flat e.g. grass through twigs.
- 4. Stitch two pieces of fabric.
- 5. Create and use dyes e.g. using onion skins, tea and coffee.
- 6. Match and sort fabrics and threads for colour, texture, length, size and shape.
- 7. Change and modify threads and fabrics


I can record work in sketchbooks.

- 1. Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, pen barrels.
- 2. Explore mono printing. Make simple marks on rollers and printing palettes. Take simple prints.
- 3. Demonstrate experience at impressed printing. Drawing into ink, printing from objects.
- 4. Design patterns of increasing complexity and repetition.
- 5. Use equipment and media correctly and be able to produce a clean printed image.

					(knotting, fraying, fringing, twisting, pulling threads, plaiting).	6. Experiment with overprinting motifs and colour.	
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Links to Prior Learning	Year 2 Term 6		Year 1 Term 6		Year 1 Term 1		
Vocabulary	Pattern, Symmetry, Hindu, Observation, Annotate, Shapes, Colours, Repetition, Rangoli, stencil printing, sponges, templates, stencils, scissors, tape			Tone, Sketch, Cross Hatching, Blending, Shadow, Hatching, Collage, Dark, Light, Stippling, Shadow, Silhouette, Torch, tearing, overlapping, layering	Climate, rainforest, vegetation, tropical, species, animals, Amazon, ecosystem, South America, Brazil, annatto seeds, Tribe, Yawanawa, Eden project, climate, colours, painting, paintbrushes, realistic, proportion, vertical, horizontal, symmetry, central line		
(NC Statements) Making a collage helps our children build fine motor skills. It's also a fun way for all children to encourage their awareness of colour and texture. At Chiltern we also encourage discussions about	Term 1 Pattern	Printing		Term 4 Tone	Tone Collage	Term 5 Colour	Painting
	Patterns and printing, Hindu patterns I can record observations in sketchbooks. I can create repeating patterns. I can create symmetrical Hindu patterns. I can apply a simple use of pattern in a drawing. I can experiment with different effects (colour). I can explore the purpose of art in a different culture. 1. Continue to explore relief printing and mono printing. 2. Print simple pictures using different printing techniques.			Shadows and silhouettes- link to Science Light I can experiment with different grades of pencil to draw different forms and shapes. I can experiment with different grades of pencil to create lines and marks. I can select and record in sketchbooks from first-hand observation, experience, and imagination, and explore ideas for different purposes.		John Dyer, Animal pictures/patterns, Link to Science/Geography I can draw and paint rainforest animals. I know that animals can be separated into shapes to make them easier to draw. I can experiment with face-painting designs. I can follow step-by-step instructions to draw cartoon animals. I can draw and paint from observation. I can learn and refine techniques to observe and draw animals.	

<p>their end projects, it helps their language development too.</p>	<p>3. Begin to demonstrate experience in three-colour printing.</p> <p>4. Experiment with overprinting motifs using two colours.</p> <p>5. Start to combine prints taken from different objects to produce an end piece.</p> <p>6. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work.</p>	<p>I can use a range of collage techniques such as tearing, overlapping and layering to create image and represent textures.</p> <p>Drawing:</p> <ol style="list-style-type: none"> 1. Develop intricate patterns and marks with a variety of media. 2. Use different grades of pencil shade to show different tones. 3. Create textures and patterns with a wide range of drawing implements. 4. Begin to show an awareness of objects having a third dimension and perspective. 5. Use their sketch books to produce a final piece of work. 6. Write an explanation of their sketch in notes. <p>Collage:</p> <ol style="list-style-type: none"> 7. Experiment with a range of collage techniques such as tearing, overlapping and layering to create texture. 8. Cut materials and shapes with developing accuracy. 9. Experiment using different colours. 10. Begin creating and experimenting with mosaic. 	<p>I can mix colour, tints and shades with increasing confidence.</p> <p>I can begin exploring complimentary colours.</p> <p>I know where each of the primary and secondary colours sits on the colour wheel.</p> <p>I can replicate the artwork of John Dyer.</p> <p>I can evaluate my artwork and the artwork of others, saying what I think and feel about it.</p> <ol style="list-style-type: none"> 1. Demonstrate increasing control with the types of marks made. 2. Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects. 3. Use a range of brushes to create different effects. 4. Use light and dark within painting and begin to explore complimentary colours. 4. Mix colour, tints and shades with increasing confidence. 5. Know where each of the primary and secondary colours sits on the colour wheel.
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Year 4	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Year 2 Term 1		Year 1 Term 3				Year 2 Term 5	
Vocabulary	Vikings, Artefacts, Snake head, horse head, dragon head, knots and patterns, sketch, proportion, shading, outline, technique, air-dried clay, pottery: earthenware, stoneware, porcelain, ball clay , and fire clay		Picasso, abstract, drawing, pressure, thickness, line, font, effect, emotion, shape, colour, technique, perspective, reflection, tone				Design, execution, sewing, running stitch, basting, stitch, backstitch, invisible stitch, slip stitch, overcast stitch, catch stitch, knot, thread, needle, loop, push, pull, embroidery	
(NC Statements) Chiltern school is a multicultural school with many languages spoken on a daily basis. Textiles and printing skills allow us to create our own identities and celebrate those of others. These play an important role in the culture of our school life.	Term 1 Form and shape	3D work	Term 2 Line	Drawing			Term 5 Texture	Textiles- sewing
	<u>Viking longboat- link to History</u> I can describe some of the main features of Viking art. I can describe particular works of Viking art in detail, explaining what I think of different works. I can describe some of the ways in which Viking art changed over time. I can discuss and comment on examples of animals in Viking art.		<u>Picasso- Abstract picture Link to History</u> I can respond and comment on different pieces of artwork. I can identify emotions I feel, linked to a colour. I can use colour and shape to illustrate emotions. I can comment on an artist's work. I can use abstract techniques influenced				<u>Penny-farthing Design and sew- link to History</u> I can thread a needle. I can sew a straight stitch. I can design a decoration and sew it. I know how to use the batik technique to create a pattern. I know how to use language appropriate to skill and technique. I can create a pattern and sew it. I can secure the thread with two small stitches. 1. Plan a design and execute it.	

<p>One of the main reasons children at Chiltern love to work with textiles is the very tactile nature of the process (mixing colours, setting up the resources etc.) We always take steps to provide opportunities for EAL/SEN children to develop and use ART vocabulary language in play and learning, experimenting with different ART resources.</p>	<p>I can incorporate Viking knots and patterns into a picture of a Viking animal. I can model and add features to a basic animal shape to create effects using types of clay. I can assess my own work and state what I think and feel about it. I know how to slip the air-dried clay, create texture with clay tools and make a scale model (maquette) out of clay.</p> <ol style="list-style-type: none"> 1. Work in a safe, organised way, caring for equipment. 2. Make a slip to join two pieces of clay. 3. Secure work to continue at a later date. 4. Decorate, coil and produce marquettes confidently. 5. Gain more experience in carving as a form of 3D art. 	<p>by an artist and create own artwork. I can use different pressures and overlaps to create a desired effect. I can explore how artists use colour to express themselves in their art opportunities to represent figures and movement by making marks and lines.</p> <ol style="list-style-type: none"> 1. Develop techniques to create intricate patterns, marks and lines using a growing range of media. 2. Use these techniques to develop texture and tone. 3. Organise line, tone, shape and colour to represent figures and forms in movement. 4. Have opportunities to develop further drawings featuring the third 		<ol style="list-style-type: none"> 2. Become confident in applying colour with tie dye by creating and using own dyes. 3. Change and modify threads and fabrics. 4. Use a technique as a basis for stitch embroidery. 5. Apply decoration using needle and thread e.g. buttons and sequins. 6. Use resist paste and batik with the use of one colour. 7. Use language appropriate to skill and technique.
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	<p>6. Use recycled, natural and man-made materials to create sculptures.</p> <p>7. Model over an armature (newspaper frame for Modroc).</p> <p>8. Continue to use language appropriate to skill and technique.</p> <p>9. Show an awareness of the effect of time upon sculptures.</p>	<p>dimension and perspective.</p> <p>5. Show reflections.</p> <p>6. Show facial expressions and body language in their sketches.</p>					
Year 5	Autumn 1	Autumn 2	Spring 1		Summer 1	Summer 2	
Links to Prior Learning		Year 2 Term 1 Year 4 Term 1	Year 1 Term 1 Year 3 Term 6			Year 2 Term 6 Year 3 Term 1	
Vocabulary		Greek theatre, mask, style, features, colours, entertainment, genre, comedy, tragedy, emotions, modelling skills, process, evaluate, reflect, coverage, detail	Landscape, still-life, abstract, form, content, mood, atmosphere, distorted, contrasting, harmonious, primary, secondary, tertiary colours			Islamic art, pattern, shape, symmetry, significance, faith, mosque, Muslim, geometrical patterns, calligraphy,	
(NC Statements) To excel in art, children need to understand the different types of materials and		Term 2 Form and shape	3D work- Modroc	Term 3 Colour	Painting	Term 6 Pattern	Printing
		<u>Ancient Greek mask for the theatre- link to History</u>	<u>Hokusai mountains <i>Great Wave off Kanagawa</i> - Hokusai 1820s</u> - link to volcanoes- Geography			<u>Islamic patterns-link to RE</u> I know why religious people sometimes choose to express their faith through the arts.	

<p>techniques that can be used, therefore in Year 5, children are more confident about proportion and using different resources. They are creating much more complex art projects and they explain their personal opinions of their artworks.</p>		<p>I can explore the use of comedy and tragedy masks and design and make masks using Modroc.</p> <p>I can experiment and show experience in combining pinch, slab and coil.</p> <p>I understand the significance of the comedy and tragedy masks both in the past and today.</p> <p>I can investigate ancient Greek theatre.</p> <p>I can design and create a mask based on the features of ancient Greek comedy and tragedy masks.</p> <p>I can evaluate my finished artwork and the work of others fairly.</p> <p>I can work with Modroc to create a Greek mask.</p>	<p>I know some of the different Japanese art styles.</p> <p>I can discuss the artworks in terms of the seven visual elements (line, shape, tone, colour, pattern, texture and form).</p> <p>I can give and explain my personal opinions of different artworks.</p> <p>I can replicate the artwork of Hokusai using correct techniques.</p> <p>I can evaluate my artwork and the artwork of others, saying what I think and feel about it.</p> <p>I can develop a painting from a drawing.</p> <p>I can mix and experiment with the colours to create light effects.</p> <ol style="list-style-type: none"> 1. Confidently control the types of marks made. 2. Experiment with different effects and textures. 3. Be able to identify primary secondary, complementary and contrasting colours. 4. Mix and match colours to create atmosphere and light effects. 5. Mix colour, tints and shades with confidence. 6. Start to develop a painting from a drawing. 7. Recognise the art of key artists and begin to place them in key movements or historical events. 	<p>I know how colour can be used to express religious feelings and ideas.</p> <p>I can experiment with printing techniques.</p> <p>I can identify and explain the significance of some Islamic symbols.</p> <p>I can use Islamic art as a tool to learn about shapes and geometry in a cultural context and develop a sense of different cultural identities.</p> <p>I can create a geometrical printing art project using Islam patterns.</p> <ol style="list-style-type: none"> 1. Show experience in a range of mono print techniques. 2. Continue to gain experience in overprinting colours. 3. Start to overlay prints with other media. 4. Print onto a range of different materials. 5. Use a variety of tools in a safe way. 6. Create an accurate print design that meets a given criteria. 7. Collect and record visual information from different sources as well as planning and trying out ideas.
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1. Continue to work in a safe, organised way, caring for equipment.
 2. Carry on securing work to continue at a later date.
 3. Show experience in combining pinch, slab and coil.
 4. Develop understanding of different ways of finishing work: glaze, paint and polish.
 5. Gain experience in modelling over an armature (newspaper frame for Modroc).
 6. Develop confidence in carving a simple form.
 7. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.
 8. Demonstrate awareness in

		environmental sculpture and found object art. 9. Compare the style of different approaches e.g. Moore and Aztec.				
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Year 1 Term 6 Year 3 Term 4 Year 1 Term 1 Year 3 Term 5		Year 1 Term 6 Year 3 Term 4		Year 2 Term 5 Year 4 Term 5	
Vocabulary	Visual information, natural, man-made, rural, urban, viewfinder, features, lines, proportions, focus, viewpoint, line, pattern, colour, Turner, Gainsborough, Constable, Monet, Corot, Dali, Baum, vigorous, strokes, Impressionist, Surrealist, Pointillism, traditional, perspective, distance, recede, parallel, grid, proportion, translate, horizontal, vertical		illusion, distance, perspective, depth, Jacques Rousseau, vanishing point, depth, interior, exterior, vanishing point, realistic, lines, guides, perspective, foreshortening, illusion, triangle, technique, blivet, gallows, Hogarth, impossible, optical art/op art, geometric, complementary, pair of compasses		visual and tactile qualities, eg shiny, scaly drawing skills, eg outline, mark making making skills, eg glueing, stitching composition, eg arrangement of shapes, colours, lines, background, foreground Running stitch Ladder stitch Slip stitch Catchstitch Blanket stitch Whipstitch backstitch	
(NC Statements) At Chiltern, Year 6 art projects will be more controlled and be more intricate with a higher attention to detail. The children	Term 1 Tone	Charcoal/ Pastels Paint	Term 3 Tone Drawing- perspective, shading, drawing		Term 5+6 Texture	Embroidery Textiles+ Legacy
	<u>Landscape pictures</u> Monet, Turner, Baptiste, Camille, Dali, Paul Baum, Gainsborough- <u>How do artists achieve perspective and realism?</u>		<u>How do artists achieve depth in their drawing?-</u> <u>Optical art</u> I can explore how artists create perspective in their work.		<u>Who will remember us?</u> I can design, on graph paper, my value as a word and an image, as well as my signature. I can transfer my design onto fabric.	

<p>will be experts and will demonstrate high-quality artwork. The children will be engaged, inspired and will challenge themselves.</p>	<p>I can record from first-hand experience of the environment.</p> <p>I can record a variety of features in landscapes and/or buildings.</p> <p>I can record aspects of the environment showing understanding of relative size, distance, shape and texture.</p> <p>I can compare ideas, approaches and methods in the work of a variety of artists.</p> <p>I can identify and use ways in which artists use perspective to manipulate a flat surface.</p> <p>I can recreate images accurately, focusing on composition, scale and proportion.</p> <p>I can identify ways of using the visual information they have gathered to inform the planning of a piece of landscape art.</p> <p>I can sketch my ideas, including perspective.</p> <p>I can mix colour, tints and shades with confidence, building on previous knowledge.</p> <p>I can describe how I will recreate my designs on a larger scale.</p> <p>I can develop a sketch into large composition that records my ideas about the environment.</p> <p>I can use a variety of methods and approaches in my work.</p> <p>I can use perspective effectively.</p> <p>Drawing:</p> <ol style="list-style-type: none"> 1. Draw for a sustained period of time over a number of sessions working on one piece. 	<p>I can use perspective to create realistic interiors.</p> <p>I can explore how artists use foreshortening to give perspective.</p> <p>I can explore how artists use trompe l'oeil to create illusions.</p> <p>I can explore how artists create illusions by playing with perspective.</p> <p>I can explore and create optical art.</p> <p>I can explain why they have combined different tools to create their drawings.</p> <ol style="list-style-type: none"> 1. Draw for a sustained period of time over a number of sessions working on one piece. 2. Use different techniques for different purposes. 3. Ensure sketches communicate emotions and a sense of self with accuracy and imagination. 4. Have opportunities to develop further simple perspective. 5. Develop an awareness of composition, scale and proportion. 6. Explain why they have combined different tools to create their drawings. 	<p>I can use backstitch to outline my design.</p> <p>I can use cross-stitch to fill in my outlined images.</p> <p>I can use chain stitch to fill in my signatures.</p> <p>I can use blanket stitch to edge my binca.</p> <p>I can create a legacy for my school place.</p> <p>I can recognise different forms of textiles and express appropriate opinions on them, skills and techniques.</p> <ol style="list-style-type: none"> 1. Use a number of different stitches creatively to produce different patterns and textures. 2. Design, plan and decorate a fabric piece. 3. Use different grades of threads and needles. 4. Work in 2D and 3D as required. 5. Recognise different forms of textiles and express opinions on them. 6. Use language appropriate to skill and technique.
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2. Use different techniques for different purposes.
3. Ensure sketches communicate emotions and a sense of self with accuracy and imagination.
4. Have opportunities to develop further simple perspective.
5. Develop an awareness of composition, scale and proportion.
6. Explain why they have combined different tools to create their drawings.

Painting

1. Purposely control the types of marks made.
2. Experiment with different effects and textures.
3. Mix colour, tints and shades with confidence, building on previous knowledge.
4. Work in a sustained and independent way to develop their own style of painting.
5. Choose appropriate paint, paper and implements to adapt and extend their work.
6. Explain why they have chosen specific painting techniques.

