



Purpose: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

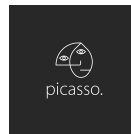
The National Curriculum for Art aims to ensure all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Threshold concepts:



To develop ideas



To take inspiration from the 'Greats'



To master techniques in:

Drawing
Painting
Collages

Sculpture
Textiles
Printing



How learning starts in the early years:

A combination of child initiated and adult directed activities will give pupils the opportunities to learn to:

- Explore the textures, movement, feel and look of different **media and materials** including paint, pastels, chalks, charcoal, pencils, crayons, ink, clay and textiles.
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

Drawing & Painting: Children are Introduced tools for mark making inside and outside of the setting and on a large scale and small scale, felt pens, crayons, chalks, paint brushes with paint and water. They learn the basic **techniques** in adult let contexts before media is introduced into the continuous provision. They are taught how to carry out observational drawings.

They learn what a **primary colour** is and how to mix them to make new colours using thick and thin brushes, small implements including: cotton buds and finger tips to explore new colours made.

Printing: Children are introduced to printing with blocks, cut vegetables and natural objects: leaves, cones etc. They make repeating patterns including colour patterns

3D experiences: Children explore plasticine, play dough, clay, cutting, sticking, tearing, folding and gluing. Papier Mache-small /large scale models to develop their understanding of 3D sculpture.

Tool work (Busy Bench): Children are taught to safely handle tools to be able to manipulate materials to create sculptures.

Collage & Textiles: Various resources for collage, textured papers, scrap paper, natural resources are used to learn about different textures, colours and effects. Collaboration on large scale collages and projects are explored. Weaving materials.

We introduce the **style of artists:** Jackson Pollock, Archimboldi, Kandinsky, form ideas and use various media based on the work of artists.

	Key Stage One		Key Stage Two			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breath Of Study (NC Ref) Scheme to support planning: Access Art	<p>Context: Spirals - Drawing and sketching Artist: <u>Molly Haslund.</u></p> <p>Context: Exploring watercolor - Paint, surface, texture Artist: <u>Paul Klee</u> <u>Emma Burleigh</u></p> <p>Context: Playful making - Working in 3D Artist: <u>Christo & Jeanne-Claude</u>, <u>Faith Bebbington</u>, <u>Caitlind r.c. Brown & Wayne Garrett</u></p>	<p>Context: Explore & Draw - Drawing and sketching Artist: <u>Andy Goldsworthy</u>, <u>Joseph Cornell</u>, <u>Hassan Hajjaj</u>, <u>Lorna Crane</u>, <u>Alice Fox</u>, <u>Nicole White</u>.</p> <p>Context: Expressive painting - Paint, surface, texture Artist: <u>Marela Zacarias</u>, <u>Charlie French</u>, <u>Vincent Van Gogh</u></p> <p>Context: Be an architect - Working in 3D Artist: <u>Hundertwasser</u>, <u>Zaha</u></p>	<p>Context: Gestural drawing with charcoal - Drawing and sketching Artist: <u>Edgar Degas</u>, <u>Laura McKendry</u>, <u>Heather Hansen</u></p> <p>Context: Cloth, thread and paint - Paint, surface, texture Artist: <u>Alice Kettle</u>, <u>Hannah Rae</u></p> <p>Context: Telling stories through making - Working in 3D Artist: <u>Rosie Hurley</u>, <u>Inbal Leitner</u>, <u>Roald Dahl</u>, <u>Quentin Blake</u></p>	<p>Context: Storytelling through art - Drawing and sketching Artist: <u>Laura Carlin</u>, <u>Shaun Tan</u></p> <p>Context: Still life - Paint, surface, texture Artist: <u>Paul Cezanne</u>, <u>Peter Claesz</u>, <u>Melchior d' Hondcoeter</u>, <u>Jan Davidsz. Jacob Vosmaer</u>, <u>Hilary Pecis</u>, <u>Nicole Dyer</u>, <u>Baas Meeuws</u>, <u>Hirasho Sato</u></p> <p>Context: Art of display- Working in 3D Artist: <u>Anthony Gormley</u>, <u>Yinka</u></p>	<p>Context: Typography and maps - Drawing and sketching Artist: <u>Louise Fili</u>, <u>Grayson Perry</u>, <u>Paula Scher</u>, <u>Chris Kenny</u></p> <p>Context: Inspired by land and cityscapes - Paint, surface, texture Artist: <u>Vanessa Gardiner</u>, <u>Shoreditch Sketcher</u>, <u>Kittie Jones</u></p> <p>Context: Set design - Working in 3D Artist: <u>Rae Smith</u>, <u>Fausto Melotti</u>, <u>Tiny Inventions</u>, <u>Rosie Hurley</u>, <u>Gabby Savage-Dickson</u></p>	<p>Context: 2D drawing to 3D making - Drawing and sketching Artist: <u>Lubaina Himid</u>, <u>Claire Harrup</u></p> <p>Context: Identity - Paint, surface, texture Artist: <u>Njideka Akunyili</u>, <u>Yinka Shonibare</u>, <u>Thandiwe Muriu</u>, <u>Mike Barrett</u></p> <p>Context: Brave colour - Working in 3D Artist: <u>Olafur Eliasson</u>, <u>Yinka Ilori</u>, <u>Morag Myerscough</u>, <u>Carnovsky</u>, <u>Liz West</u></p>



		<u>Hadid, Heatherwick Studios</u>		<u>Shonibare, Thomas J Price</u>		
Knowledge and Understanding	Threshold concept: To develop ideas					
	<p>KS1 Art and Design National Curriculum</p> <p><i>To produce creative work, exploring their ideas and recording experiences.</i></p> <p>Children can:</p> <ul style="list-style-type: none">● respond positively to ideas and starting points.● explore ideas and collect information.● describe differences and similarities and make links to their own work.● try different materials and methods to improve.● use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve	<p>KS2 Art and Design National Curriculum</p> <p><i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p>Children can:</p> <ul style="list-style-type: none">● use sketchbooks to record ideas.● explore ideas from first-hand observations.● question and make observations about starting points and respond positively to suggestions.● adapt and refine ideas.● use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	<p>KS2 Art and Design National Curriculum</p> <p><i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p>Children can:</p> <ul style="list-style-type: none">● review and revisit ideas in their sketchbooks.● offer feedback using technical vocabulary.● think critically about their art and design work.● use digital technology as sources for developing ideas.● use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure			
	Threshold concept: To master techniques					
Drawing	KS1 Art and Design National Curriculum	KS2 Art and Design National Curriculum	KS2 Art and Design National Curriculum			



	<p><i>To become proficient in drawing techniques.</i> <i>To use drawing to develop and share their ideas, experiences, and imagination.</i> Children can:</p> <ul style="list-style-type: none"> • Draw lines of varying thickness. • Experiment with shading. • Use dots and lines to demonstrate pattern and texture. • Use different materials to draw, for example pencils, pastels, chalk, felt tips, charcoal and crayons. • Draw using different surfaces. • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p><i>To become proficient in drawing techniques.</i> <i>To improve their mastery of art and design techniques, including drawing, with a range of materials.</i> Children can:</p> <ul style="list-style-type: none"> ● experiment with showing line, tone, and texture with different hardness of pencils. ● use shading to show light and shadow effects. ● use different materials to draw, e.g., pastels, chalk, felt tips. ● show an awareness of space when drawing. ● use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p><i>To become proficient in drawing techniques.</i> <i>To improve their mastery of art and design techniques, including drawing, with a range of materials.</i> Children can:</p> <ul style="list-style-type: none"> ● use a variety of techniques to add effects, e.g., shadows, reflection, hatching and cross-hatching. ● depict movement and perspective in drawings. ● use a variety of tools and select the most appropriate. ● use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting	KS1 Art and Design National Curriculum	KS2 Art and Design National Curriculum	KS2 Art and Design National Curriculum

	<p><i>To become proficient in painting techniques.</i> <i>To use painting to develop and share their ideas, experiences, and imagination.</i> Children can:</p> <ul style="list-style-type: none"> ● name the primary and secondary colours. ● begin to describe colours by linking them to objects for example 'raspberry and pink', 'sunshine and yellow' experiment with different brushes (including brushstrokes) and other painting tools. ● mix primary colours to make secondary colours. ● add white and black to alter tints and shades. ● mix colours to match those of the natural world for example colours that aren't as defined. ● use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary 	<p><i>To become proficient in painting techniques.</i> <i>To improve their mastery of art and design techniques, including painting with a range of materials.</i> Children can:</p> <ul style="list-style-type: none"> ● use varied brush techniques to create shapes, textures, patterns, and lines. mix colours effectively using the correct language, e.g., tint, shade, primary and secondary. ● recognise tertiary and complimentary colours ● begin to compare colours to a commercial colour chart to extend your knowledge of variation of colour. ● mix and match colours to those in a piece of art and work with one colour against various backgrounds. ● mix and match to form flesh colours by observing hands and skin. 	<p><i>To become proficient in painting techniques.</i> <i>To improve their mastery of art and design techniques, including painting with a range of materials.</i> Children can:</p> <ul style="list-style-type: none"> ● create a colour palette, demonstrating mixing techniques recognise warm and cold colours. ● use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. ● consider colour for purpose for example choosing certain colours to express moods and feelings. ● Explore the use of texture in colour with sawdust, glue, shavings as well as on different surfaces. ● Explore the texture of paint – very wet and thin or thick. Incorporate here what the effects of adding PVA are. ● use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
--	---	---	--



	colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, and acrylic paint.	<ul style="list-style-type: none"> ● create different textures and effects with paint like dotting, scratching, and splashing. ● use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	
Collage	<p>KS1 Art and Design National Curriculum <i>To become proficient in other art, craft, and design techniques – collage.</i> <i>To develop a wide range of art and design techniques in using texture, line, shape, form, and space.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● use a combination of materials that have been cut, torn and glued. ● sort and arrange materials. ● add texture by mixing materials. ● use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – collage.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● select colours and materials to create effect, giving reasons for their choices. ● refine work as they go to ensure precision. ● learn and practise a variety of techniques, e.g., overlapping, tessellation, mosaic, 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – collage.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● add collage to a painted or printed background. ● create and arrange accurate patterns. ● use a range of mixed media. ● plan and design a collage. ● use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.



	features, cut, place, arrange.	and montage. ● use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	
Sculpture	<p>KS1 Art and Design National Curriculum <i>To become proficient in sculpting techniques.</i> <i>To use sculpture to develop and share their ideas, experiences, and imagination.</i> Children can:</p> <ul style="list-style-type: none"> ● use a variety of natural, recycled, and manufactured materials for sculpting, e.g., clay, straw, and card. ● use a variety of techniques, e.g., rolling, cutting, pinching. ● use a variety of shapes, including lines and texture. ● use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, 	<p>KS2 Art and Design National Curriculum <i>To become proficient in sculpting techniques.</i> <i>To improve their mastery of art and design techniques, including sculpting with a range of materials.</i> Children can:</p> <ul style="list-style-type: none"> ● cut, make, and combine shapes to create recognisable forms. ● use clay and other malleable materials and practise joining techniques. ● add materials to the sculpture to create detail. ● use key vocabulary to demonstrate knowledge and understanding in this 	<p>KS2 Art and Design National Curriculum <i>To become proficient in sculpting techniques.</i> <i>To improve their mastery of art and design techniques, including sculpting with a range of materials.</i> Children can:</p> <ul style="list-style-type: none"> ● plan and design a sculpture. ● use tools and materials to carve, add shape, add texture and pattern. ● develop cutting and joining skills, e.g., using wire, coils, slabs, and slips. ● use materials other than clay to create a 3D sculpture. ● use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.



	work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light.	
Textiles	<p>KS1 Art and Design National Curriculum <i>To become proficient in other art, craft, and design techniques – textiles.</i> <i>To develop a wide range of art and design techniques in using colour, pattern, and texture.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● show pattern by weaving. ● use a dyeing technique to alter a textile's colour and pattern. ● decorate textiles with glue or stitching, to add colour and detail. ● use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – textiles.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● select appropriate materials, giving reasons ● use a variety of techniques, e.g., printing, dyeing, weaving, and stitching to create different textural effects. ● develop skills in stitching, cutting, and joining. ● use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – textiles.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● experiment with a range of media by overlapping and layering in order to create texture, effect and colour. ● add decoration to create effect. ● use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.



Printing	<p>KS1 Art and Design National Curriculum <i>To become proficient in other art, craft, and design techniques – printing.</i> <i>To develop a wide range of art and design techniques in using colour and texture.</i> Children can:</p> <ul style="list-style-type: none"> ● copy an original print. ● use a variety of materials, e.g., sponges, fruit, blocks. ● demonstrate a range of techniques, e.g., rolling, pressing, stamping, and rubbing. ● use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – printing.</i> Children can:</p> <ul style="list-style-type: none"> ● use more than one colour to layer in a print. ● replicate patterns from observations. ● make printing blocks. ● make repeated patterns with precision. ● use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – printing.</i> Children can:</p> <ul style="list-style-type: none"> ● design and create printing blocks/tiles. ● develop techniques in mono, block, and relief printing. ● create and arrange accurate patterns. ● use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collagraph.
	To take inspiration from the 'Greats' (classic and modern)		
	KS1 Art and Design National Curriculum	KS2 Art and Design National Curriculum	KS2 Art and Design National Curriculum



<p><i>To understand 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.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● describe the work of famous, notable artists and designers. ● express an opinion on the work of famous, notable artists. ● use inspiration from famous, notable artists to create their own work and compare. ● use key vocabulary to demonstrate knowledge and understanding in this strand. 						
<p><i>To learn about great artists, architects, and designers in history.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● use inspiration from famous artists to replicate a piece of work. ● reflect upon their work inspired by a famous notable artist and the development of their art skills. ● express an opinion on the work of famous, notable artists and refer to techniques and effect. ● use key vocabulary to demonstrate knowledge and understanding in this strand. 						
<p><i>To learn about great artists, architects, and designers in history.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> ● give detailed observations about notable artists', artisans' and designers' work. ● offer facts about notable artists', artisans', and designers' lives. ● use key vocabulary to demonstrate knowledge and understanding in this strand. 						
<p>Key Vocabulary</p> <p><u>Share, Reflect, Discuss</u></p> <p>Present, Share, Reflect, Respond, Articulate, Feedback,</p>	<p><u>Spirals:</u></p> <p>Spiral, Movement, Pressure, Motion, Line, Continuous Line,</p> <p>Graphite, Chalk, Pen</p> <p>Drawing Surface</p>	<p><u>Explore & Draw:</u></p> <p>Explore, Collect, ReSee, Imagine, Curious,</p> <p>Present, Re-present, arrange, composition</p> <p>Photograph, Focus,</p>	<p><u>Gestural Drawings with Charcoal:</u></p> <p>Charcoal, Gestural, Loose, Expressive, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.</p>	<p><u>Storytelling Through Drawing:</u></p> <p>Illustration, Inspiration, Interpretation, Original Source, Graphic Novel,</p>	<p><u>Typography & Maps:</u></p> <p>Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory,</p>	<p><u>2D Drawing to 3D Making:</u></p> <p>2D Drawing</p> <p>3D Object</p> <p>Packaging</p> <p>Negative space</p> <p>Grid method</p>

<p>Crit, Similarities, Differences,)</p>	<p>(Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern, Drawing, (Water Soluble), Colour Reflect</p> <p><u>Exploring Watercolour:</u> Watercolour, Brush Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid</p> <p><u>Playful Making:</u> Sculpture, Sculptor, Three Dimensions, Design Through Making, Playful Making, Construction, Materials,</p>	<p>Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape</p> <p><u>Expressive Painting:</u> Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple,</p>	<p>Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting</p> <p><u>Cloth, Thread, Paint:</u> Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Background, Foreground, Gesture, Impasto, Dilute, Colour Mixing,</p>	<p>Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative</p> <p><u>Exploring Still Life:</u> Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour,</p>	<p>Visual Impact Pictorial Maps, Identity, Symbols</p> <p><u>Mixed Media Land and City Scapes:</u> Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format</p> <p><u>Set Design:</u> Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background,</p>	<p>Scaling up Net, Typography, Graphic Design Collage Structure Balance</p> <p><u>Exploring Identity:</u> Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p><u>Brave Colour:</u> Sketchbook Visual notes Colour Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound,</p>
--	--	---	---	---	--	--

St John's Progression Document

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Subject: Art



Invent, Imagine Tools, Construct, Structure, Balance	Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback, <u>Be An Architect:</u> Architect, Architecture, Designer, Maker, Model, Scale, Response,	Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash <u>Telling Stories Through Drawing & Making:</u> Sketchbooks, Brainstorm, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality, Photograph, Lighting, Composition, Focus, Intention	Relationship, Mark Making, Appearance, 2D, 3D <u>The Art of Display:</u> Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object Figurative, Clay, 3D Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition Performance, Artist / Performer.	Senses, Sculptural installation Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
--	---	--	---	---

St John's Progression Document

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Subject: Art



		<p>Imagination, experience. Three Dimensional, Form, Structure, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element.</p> <p>Photograph, Film, Focus, Lighting, Composition, Angle, Perspective</p>				
Assessment/POP Task	<p>Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.</p> <p>Identify any personal challenges preventing meeting "I Can" statements</p> <p>Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</p> <p>Identify areas of particular strength which might benefit from being developed.</p>					

St John's Progression Document

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Subject: Art



	Collect images of both journey and outcome. Remember intention is an important indicator and may not yet be reflected in outcomes.
--	--