

St Peter's Primary School



Scheme of Work:

Art and Design

Academic year: 2023-2024

Growing Together in Knowledge, Wisdom and Faith

A Art and Design Education at St Peter's means that children leaving in year 6 will have experienced:

- A high-quality Art and Design education which will have equipped them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- They will have experienced art activities that have given them a much-needed chance to express their ideas, build on their observational skills, gain confidence, promote feelings of self-worth and develop their creativity, imagination and aspiration, as well as offering them time to relax.
- We believe that Art & Design sparks creativity across the curriculum, encouraging young people to be inquisitive, disciplined and determined.
- Whole school Arts weeks where there are opportunities to work with artists from the wider community
- A chance to display their work in a gallery

After the implementation of our Art and Design curriculum, based on following the Kapow scheme, pupils should leave our school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

What children at St Peter's say about Art and Design at our school:

" I love art lessons"

" I like drawing the best."

"When I grow up I am going to be an artist for my job"

Intent for Art and Design at St Peter's CEP

At St Peter's Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Our curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art.

Art, craft and design embody some of the highest forms of human creativity. Our high-quality Art and Design curriculum aims to 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.

We have chosen to use Kapow scheme to support us in planning our Art and Design curriculum. Through our Art and design curriculum we aim to inspire our pupils to develop their confidence to experiment and invent their own works of art. The Kapow scheme has been chosen because it is written by experts in their field and designed to give pupils the opportunity to develop their ability, nurture their talents and interests, express their ideas and thoughts about the world, as well as learning about art and artist across cultures and through history.

The curriculum supports pupil's to meet the national curriculum end of key stage attainment targets and has been written to cover the National Society for Education in Art and Design's progression competencies and has been created based on the OFSTED research review for Art and Design education.

At St Peter's we recognise the vital role art, craft and design plays in our world and we ensure *'Art commands an important place in our school'*. (OFSTED research review 2023)

Implementation of our Art and Design Curriculum at St Peter's

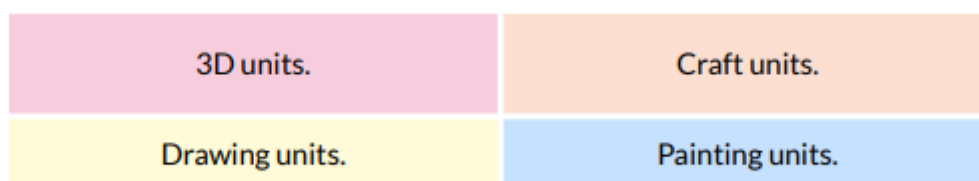
Our curriculum for art and design, based on the Kapow Art scheme of work, is designed with five strands that run throughout. These are:

- Generating Ideas

- Using sketchbooks
- Making skills
- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

The units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, as a key part of the national curriculum, are also woven throughout the units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design



Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas.

Impact of our Art and Design Curriculum at St Peter's

Our curriculum for art and design, based on Kapow, is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of our curriculum can be constantly monitored through both formative and summative assessment opportunities. Teachers and pupils are encouraged to think 'Why, what and how' in **self-assessment, peer assessment and teacher assessment**. In each lesson teachers have opportunities to assess pupils against the learning objectives and each unit has a unit quiz and knowledge catcher which can be used at the start and/or end of the unit.

Our curriculum should enable all pupils to be equipped with a range of techniques and the confidence to express their creativity in art and design as well as to enjoy this subject.

The expected impact is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Inclusion within our Art and Design Curriculum at St Peter's

We recognise that art and design should be accessible to all children. Differentiated guidance is available from Kapow for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Where necessary we take advice from our school SENCO and/or specialist teachers to ensure we are planning learning opportunities which will ensure all of our pupils can access learning and progress from their own unique starting points.

At St Peter's, we recognise and celebrate art and design's important contribution to culture, values and society. We aim to study artists and genres of art from a range of cultures across the world and recognise the important influence of artists from a wide range of cultures and backgrounds.

We recognise that our art and design curriculum provides opportunities for all pupils to develop the knowledge and cultural capital they need to succeed in life and we plan enrichment activities into our art curriculum including an art festival and visits from professional artists.

Art and Design in EYFS

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. Expressive arts is woven into the experience of being in our early years.

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.

High-quality practice in the early years stimulates children's interest and imagination in the materials and media they encounter, and provides the necessary foundations for future learning. It is important for children to engage with the arts regularly and to explore a range of materials and media.

ELG: Fine Motor Skills: Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

ELG: The Natural World: Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants'.

In the Early Years art and design falls into three areas.

Imagination and Creativity

Self Expression

Communicating through arts

In practice this may look like:

Imagination and Creativity:

- Using a wide range of interesting and beautiful found materials, like wallpaper and fabric in the classroom and outside.
- plenty of multi-sensory experiences and the opportunity to see images of art works.).

- children having time to respond to the things they see, hear and experience at their own individual level.
- Focus on the experience rather than have a defined outcome.
- Encouragement of the children's responses.

Self-expression:

- different mark-makers
- a range of paints and brushes
- different textures, sizes, colours and shapes of paper and card
- clay or other modelling materials
- found collage materials
- found materials such as boxes, tubes and lids
- roleplay materials
- small world play
- space for dance, movement and music
- instruments, or other things to make music with

Communicating through arts:

- a multi-sensory experience.
- response to colours, lights, reflections, sounds and noise in your setting.
- tactile experiences that they can immerse themselves in.
- time and space with reassurance and encouragement from adults.
- describe what you see, colours, shapes, movement, materials, sounds, lines or feelings, providing rich language for the child.
- children may need to be taught to use types of tools in order to support their self-expression.

In the Early Years teachers may use the following sorts of questions during continue provision to develop children's art and design ability and to assess and support their next steps.

"I wonder why...?"

"What if...?"

"How could we...?"

"I wonder how...?"

"What do you think?"

"What can you...?"

"Tell me about..."

"What might happen if...?"

"How can we find out about...?"

"What might happen if...?"

Mars Class

Artist we study in Mars class:

EYFS - Reception

Beth Cavener

Julie Wilson

Megan Coyle

Term	Knowledge	Skills
Art and Design Kapow Primary Unit – Drawing: Marvellous Marks	<ul style="list-style-type: none"> Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing. 	<ul style="list-style-type: none"> I can explore making marks with wax crayons. I can investigate the marks and patterns made by different textures. I can explore making marks with felt tips. I can use a felt tip to make patterns. I can explore making marks with chalk. I can make controlled large and small movements. I can compare different ways of making marks and drawing. I can explore mark making using pencils. I can create a simple observational drawing. I can explore mark making using pencils. I can create a simple observational drawing. I can use a variety of colours and materials to create a self-portrait. I can express my own self-image through art.
Art and Design Kapow Primary Unit – Painting and Mixed media: Paint my World	<ul style="list-style-type: none"> Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials e.g. paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. 	<ul style="list-style-type: none"> I can explore paint through finger painting. I can describe the texture and colours as I paint. <ul style="list-style-type: none"> I can talk about my work and decide whether it is abstract or figurative. I can create natural paintbrushes using found objects. I can use natural paint brushes and mud paint to create artwork. I can respond to music through the medium of paint. I can use paint to express ideas and feelings. I can make collages using mixed media. I can use loose parts to create a piece of transient art.

	<ul style="list-style-type: none"> • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> • I can create landscape collages inspired by the work of Megan Coyle. • I can work with a group to create a large piece of artwork based around fireworks. • I can experiment with colour, design and painting techniques.
<p>Art and Design Kapow Primary Unit – Sculpture and 3D: Paper Play</p>	<ul style="list-style-type: none"> • Explore the properties of clay. • Use modelling tools to cut and shape soft materials e.g. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. 	<ul style="list-style-type: none"> • I can explore clay and its properties. • I can explore playdough and its properties. • I can use tools safely and with confidence. • I can create natural 3D landscape pictures using found objects. • I can generate inspiration and conversation about sculpture art and artists. • I can create a design for a 3D animal sculpture. • I can begin making a 3D clay sculpture using my designs. • I can make a 3D clay sculpture using the designs created last lesson. • I can share their creation, explaining the processes they have used.

End point at the end of EYFS

Children at the expected level of development will:

Generating Ideas:

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Sketchbooks:

ELG: Expressive Arts and design: Creating with materials

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

Making Skills:

ELG: Expressive Arts and design: Creating with materials

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

ELG: Physical development: Fine motor skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Knowledge of Artists:

ELG: Expressive Arts and design: Creating with materials

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

ELG: Physical development: Fine motor skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Evaluating and Analysing:

ELG: Expressive Arts and design: Creating with materials

- Share their creations, explaining the process they have used.

St Peter's Art and Design Long Term Plan – KS1 and KS2

KS1 Art and Design Long Term Plan

	Autumn	Spring	Summer
Year 1 Pluto	<p>Drawing:</p> <p>Making your mark</p> <p>In this unit children will:</p> <ul style="list-style-type: none"> Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	<p>Sculpture and 3D:</p> <p>Paper play</p> <p>In this unit children will:</p> <ul style="list-style-type: none"> Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage 	<p>Painting and mixed media:</p> <p>Colour Splash</p> <p>In this unit children will:</p> <ul style="list-style-type: none"> Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.
Year 2 Earth	<p>Craft and design:</p> <p>Map it out</p> <ul style="list-style-type: none"> Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery. 	<p>Painting and mixed media:</p> <p>Life in colour</p> <ul style="list-style-type: none"> Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out. 	<p>Sculpture and 3D:</p> <p>Clay houses</p> <ul style="list-style-type: none"> Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

LKS2 Art and Design Long Term Plan

	Autumn	Spring	Summer
Year 3 Neptune	<p style="text-align: center;">Drawing:</p> <p style="text-align: center;">Prehistoric Artists</p> <ul style="list-style-type: none"> Recognise the processes involved in creating prehistoric art. Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches. Create a large scale copy of a small sketch. Use charcoal to recreate the style of cave artists. Demonstrate good understanding of colour mixing with natural pigments. Discuss the differences between prehistoric and modern paint. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. Successfully make positive and negative handprints in a range of colours. Apply their knowledge of colour mixing to make natural colours. 	<p style="text-align: center;">Sculpture and 3D:</p> <p style="text-align: center;">Abstract shape and space</p> <ul style="list-style-type: none"> Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. Make a structure that holds its 3D shape. Explain in simple terms the difference between 2D and 3D art. Combine shapes together to make an interesting free-standing sculpture. Try out more than one way to create joins between shapes. Identify familiar 2D shapes in photographs. Identify shapes in the negative space between objects. Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. Plan an abstract sculpture based on play equipment. Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). Choose appropriate methods for joining elements in their sculptures. Show that they have thought about how to improve their sculptures and made choices about what to add. Work cooperatively in pairs to add detail to their artwork. 	<p style="text-align: center;">Craft and Design:</p> <p style="text-align: center;">Ancient Egyptian Scroll</p> <ul style="list-style-type: none"> Recognise and discuss the importance of Ancient Egyptian art. Consider the suitability of a surface for drawing. Record colours, patterns and shapes through observational drawing. Choose and use tools and materials confidently. Begin to experiment with drawing techniques. Create a selection of sketches that show idea exploration. Produce a final design with a clear purpose. Follow instructions with minimal support. Discuss and evaluate the process and outcome of their work. Produce a complete painted or drawn piece from a design idea. Use colours and materials appropriately, showing an understanding of effective composition. Have a clear idea of the subject of their zine, including a range of images and information.
Year 4 Mercury	<p style="text-align: center;">Drawing:</p> <p style="text-align: center;">Power prints</p> <ul style="list-style-type: none"> Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. 	<p style="text-align: center;">Painting and mixed media:</p> <p style="text-align: center;">Light and dark</p> <ul style="list-style-type: none"> Share their ideas about a painting. Describe the difference between a tint and a shade. Mix tints and shades by adding black or white paint. Discuss their real-life experiences of how colours can appear different. Use tints and shades to paint an object in 3D. 	<p style="text-align: center;">Craft and Design:</p> <p style="text-align: center;">Fabric of nature</p> <ul style="list-style-type: none"> Describe objects, images and sounds with relevant subject vocabulary. Create drawings that replicate a selected image. Select imagery and colours to create a mood board with a defined theme and colour palette. Complete four drawings, created with confident use of materials and tools to add colour.

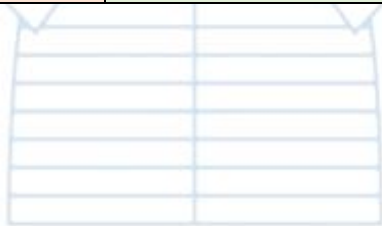
	<ul style="list-style-type: none"> • Use scissors with care and purpose to cut out images. • Try out multiple arrangements of cut images to decide on their composition. • Use different tools to create marks and patterns when scratching into a painted surface. • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. • Work co-operatively to create a joint artwork, experimenting with their methods. 	<ul style="list-style-type: none"> • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. 	<ul style="list-style-type: none"> • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products using their designs.
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UKS2 Art and Design Long Term Plan

	Autumn	Spring	Summer
Year 5 Saturn	<p style="text-align: center;">Sculpture and 3D:</p> <p style="text-align: center;">Interactive installation</p> <ul style="list-style-type: none"> • Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions. • Show that they understand what installation art means. • Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. • Justify choices made, explaining how they improve the viewer experience or make it interactive. 	<p style="text-align: center;">Drawing:</p> <p style="text-align: center;">I need space</p> <ul style="list-style-type: none"> • Understand and explain what retrofuturism is. • Participate in discussions and offer ideas. • Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance. • Demonstrate growing independence, discussing ways to improve work. 	<p style="text-align: center;">Painting and mixed media:</p> <p style="text-align: center;">Portraits</p> <ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece.
Year 6 Jupiter	<p style="text-align: center;">Craft and Design:</p> <p style="text-align: center;">Photo opportunity</p> <p style="text-align: center;">Explain how a new image can be created using a combination of other images.</p> <ul style="list-style-type: none"> • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a competent knowledge of effective composition, discussing their ideas. • Use recording devices and available software with confidence. 	<p style="text-align: center;">Drawing:</p> <p style="text-align: center;">Make my voice heard</p> <ul style="list-style-type: none"> • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. 	<p style="text-align: center;">Sculpture and 3D:</p> <p style="text-align: center;">Making memories</p> <ul style="list-style-type: none"> • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.

	<ul style="list-style-type: none"> • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist's style. • Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. • Set up a composition and think about a space that will provide good lighting levels. • Take a portrait that is focused and appropriately framed. • Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. • Create a final painting or drawing with tonal differences that create a photo-realistic effect. 	<ul style="list-style-type: none"> • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist's choices to convey a message. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work. 	<ul style="list-style-type: none"> • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development.
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Year 1 Pluto Class

Artists we study in Pluto Class

Year 1
Marco Balich
Louise Bourgeois
Samantha Stephenson
Judith Scott
Cecilia Vicuña
Renata Bernal
Ilya Bolotowsky
Zaria Forman
Wassily Kandinsky
Bridget Riley
Clarice Cliff
Jasper Johns

Term	Key Knowledge	vocabulary
<p>Autumn</p> <p>How do you like to 'Make your mark?'</p>	<p>Formal elements: Shape: Know a range of 2D shapes and confidently draw these. Line: Know that drawing tools can be used in a variety of ways to create different lines. Line: Know lines can represent movement in drawings. Texture: Know that texture means 'what something feels like'. Texture: Know different marks can be used to represent the textures of objects. Texture: Know different drawing tools make different marks.</p> <p>Making skills: That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to hold and use drawing tools in different ways to create different lines and marks. How to create marks by responding to different stimulus such as music. How to overlap shapes to create new ones. How to use mark making to replicate texture. How to look carefully to make an observational drawing. How to complete a continuous line drawing.</p>	2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight texture vertical wavy
<p>Spring</p> <p>Paper Play</p>	<p>Formal elements: Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Shape: Know paper can be shaped by cutting and folding it.</p> <p>Making skills: How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls.</p> <p>Knowledge of artists: Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what</p>	artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag
<p>Summer</p> <p>Colour Splash</p>	<p>Formal elements: Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green</p>	Blend hue kaleidoscope pattern mix

Blue + red = purple

Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.

Tone: Know that there are many different shades (or 'hues') of the same colour.

Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.

primary colour

print

secondary colour

shade

shape

space

texture


thick



Year 2 Earth Class

Artists we study in Earth Class

Year 2
Ranti Bam
Rachel Whiteread
Josef Albers
Matthew Cusick
Eduardo Paolozzi
Maggie Scott
Kim Soon-Im
Susan Stockwell
Quentin Blake
Romare Bearden

Term	Key Knowledge	vocabulary
Autumn Map it out	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> 	abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap pattern shape stained glass texture viewfinder
Spring Life in Colour	<p>Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: Collage materials can be shaped to represent shapes in an image. Pattern: Patterns can be used to add detail to an artwork. Texture: Collage materials can be chosen to represent real-life textures. Texture: Collage materials can be overlapped and overlaid to add texture. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Texture: Painting tools can create varied textures in paint. Tone: Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Making skills: How to mix a variety of shades of a secondary colour. How to make choices about amounts of paint to use when mixing a particular colour. How to match colours seen around them. How to create texture using different painting tools. How to make textured paper to use in a collage. How to choose and shape collage materials eg cutting, tearing. How to compose a collage, arranging and overlapping pieces for contrast and effect.</p>	collage detail mixing overlap primary colour secondary colour surface texture
Summer Clay Houses	<p>Formal elements: Form: Pieces of clay can be joined using the 'scratch and slip' technique.</p>	casting ceramic cut detail flatten

Form: A clay surface can be decorated by pressing into it or by joining pieces on.

Shape: Patterns can be made using shapes.

Making skills:

How to smooth and flatten clay.

How to roll clay into a cylinder or ball.

How to make different surface marks in clay.

How to make a clay pinch pot.

How to mix clay slip using clay and water.

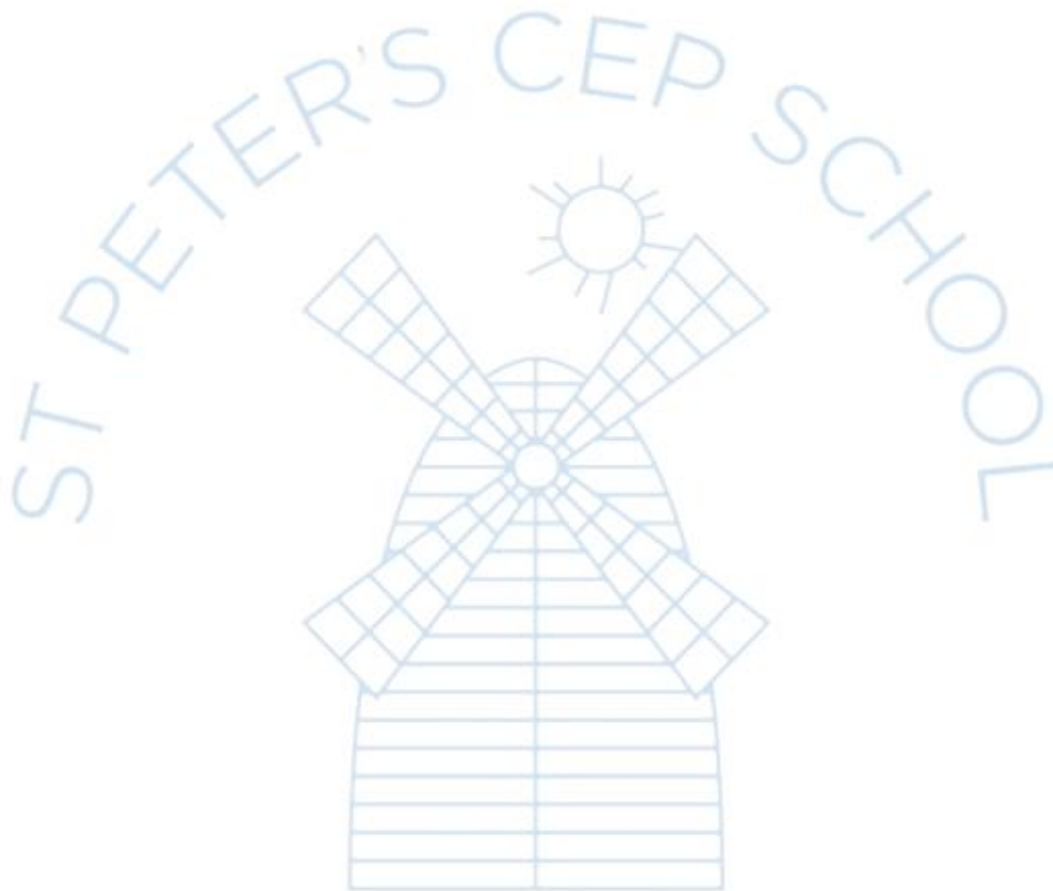
How to join two clay pieces using slip.

How to make a relief clay sculpture.

How to use hands in different ways as a tool to manipulate clay.

How to use clay tools to score clay.

glaze
impressing
in relief
join
negative space
pinch pot
plaster
roll
score
sculptor
sculpture
shape
slip
smooth
surface
three dimensional
thumb pot



Year 3 Neptune Class

Artists we study in Neptune Class

Year 3

Ruth Asawa

Anthony Caro

Max Ernst

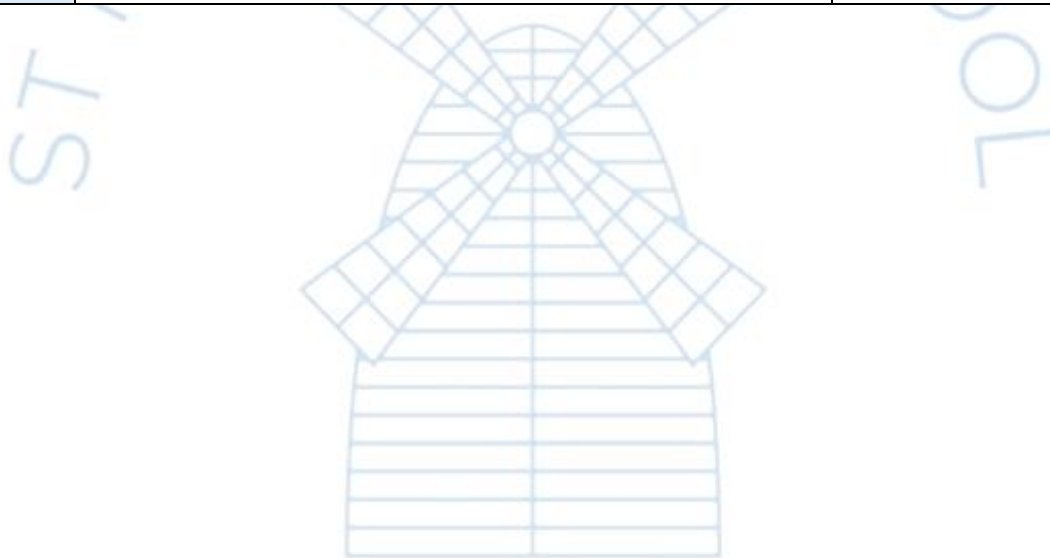
Carl Linnaeus

Georgia O'Keeffe

Maud Purdy

Term	Key Knowledge	vocabulary
<p>Autumn</p> <p>Prehistoric Artists</p>	<p>Formal elements:</p> <p>Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>Shape: Negative shapes show the space around and between objects.</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Making skills:</p> <ul style="list-style-type: none"> How to use simple shapes to scale up a drawing to make it bigger. How to make a cave wall surface. How to paint on a rough surface. How to make a negative and positive image. How to create a textured background using charcoal and chalk. How to use natural objects to make tools to paint with. How to make natural paints using natural materials. How to create different textures using different parts of a brush. How to use colour mixing to make natural colours. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Art from the past can give us clues about what it was like to live at that time. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists make decisions about how their work will be displayed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Artists make art in more than one way. People use art to tell stories and communicate. People use art to help explain or teach things. One artwork can have several meanings. 	<p>charcoal</p> <p>composition</p> <p>negative image</p> <p>pigment</p> <p>positive image</p> <p>prehistoric</p> <p>proportion</p> <p>scaled up</p> <p>sketch</p> <p>smudging</p> <p>texture</p> <p>tone</p>
<p>Spring</p> <p>Abstract shape and space</p>	<p>Formal elements:</p> <p>Colour: Using light and dark colours next to each other creates contrast.</p> <p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Form: Organic forms can be abstract.</p> <p>Shape: Negative shapes show the space around and between objects.</p> <p>Shape: Artists can focus on shapes when making abstract art.</p> <p>Making skills:</p> <ul style="list-style-type: none"> How to join 2D shapes to make a 3D form. How to join larger pieces of materials, exploring what gives 3D shapes stability. How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. How to identify and draw negative spaces. How to plan a sculpture by drawing. How to choose materials to scale up an idea. How to create different joins in card eg. slot, tabs, wrapping. 	<p>abstract</p> <p>found objects</p> <p>negative space</p> <p>positive space</p> <p>sculptor</p> <p>sculpture</p> <p>structure</p> <p>three-dimensional</p>

	How to add surface detail to a sculpture using colour or texture. Display sculpture.	
Summer <i>Egyptian Scrolls</i>	<p>Formal elements: Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Making skills: Layering materials in opposite directions make the handmade paper stronger. How to use a sketchbook to research a subject using different techniques and materials to present ideas. How to construct a new paper material using paper, water and glue How to use symbols to reflect both literal and figurative ideas. How to produce and select an effective final design. How to make a scroll. How to make a zine. How to use a zine to present information.</p> <p>Knowledge of artists: Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists can work in more than one medium.</p> <p>Evaluating and analysing: Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People can make art to express their views or beliefs. People use art to help explain or teach things.</p>	ancient audience civilisation colour composition convey design Egyptian fold imagery inform layout material painting papyrus pattern process scale scroll sculpture shape technique zine



Year 4 Mercury Class

Artists we study in Mercury Class

Year 4
El Anatsui
Sokari Douglas-Camp
Barbara Hepworth
Magdelene Odundo
Jaume Plensa
Ruth Daniels
Senanayake
Megan Carter
William Morris
Fernando Botero
Alberto Giacometti
Henri Matisse
Henry Moore
Ed Ruscha
Georges Seurat
Audrey Flack
Clara Peeters

Term	Key Knowledge	vocabulary
Autumn <i>Power prints</i>	<p>Formal elements: Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Pattern: Patterns can be irregular and change in ways you wouldn't expect.</p> <p>Making skills: How to use pencils of different grades to shade and add tone. How to hold a pencil with varying pressure to create different marks. How to use observation and sketch objects quickly. How to draw objects in proportion to each other. How to use charcoal and a rubber to draw tone. How to use scissors and paper as a method to 'draw'. How to make choices about arranging cut elements to create a composition. How to create a wax resist background. How to use different tools to scratch into a painted surface to add contrast and pattern. How to choose a section of a drawing to recreate as a print. How to create a monoprint.</p> <p>Knowledge of artists: Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p> <p>Evaluating and analysing: Artists evaluate what they make, and talking about art is one way to do this.</p>	abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing parallel pattern precision printmaking proportion shading shadow symmetry three dimensional (3D) tone viewfinder wax-resist
Spring	<p>Formal elements: Colour: Adding black to a colour creates a shade.</p>	abstract composition

<p>Light and dark</p>	<p>Colour: Adding white to a colour creates a tint. Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create contrast in an artwork.</p> <p>Making skills: How to mix a tint and a shade by adding black or white. How to use tints and shades of a colour to create a 3D effect when painting. How to apply paint using different techniques e.g. stippling, dabbing, washing. How to choose suitable painting tools. How to arrange objects to create a still-life composition. How to plan a painting by drawing first. How to organise painting equipment independently, making choices about tools and materials.</p> <p>Evaluating and analysing: Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.</p>	<p>contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture three dimensional (3D) tint vivid</p>
<p>Summer Fabric of nature</p>	<p>Formal elements: Shape: How to use basic shapes to form more complex shapes and patterns. Pattern: Patterns can be irregular and change in ways you wouldn't expect. Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface. Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Making skills: To know that a mood board is a visual collection which aims to convey a general feeling or idea. To know that batik is a traditional fabric decoration technique that uses hot wax. How to select imagery and use it as inspiration for a design project. How to make a mood board. How to recognise a theme and develop colour palettes using selected imagery and drawings. How to draw small sections of one image to docs on colours and texture. How to develop observational drawings into shapes and patterns for design. How to transfer a design using a tracing method. How to make a repeating pattern tile using cut and torn paper shapes. How to use glue as an alternative batik technique to create patterns on fabric. How to use materials, like glue, in different ways depending on the desired effect. How to paint on fabric. How to wash fabric to remove glue to finish a decorative fabric piece.</p> <p>Knowledge of artists Designers can make beautiful things to try and improve people's everyday lives. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media.</p> <p>Evaluating and analysing: Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affect the lives of people who see or use something that has been created Artists evaluate what they make, and talking about art is one way to do this.</p>	<p>batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme</p>

Year 5 Saturn Class

Artists we study in Saturn Class

Year 5
Cai Guo-Qiang
Zaha Hadid
Friedensreich Hundertwasser
Teis Albers
Karen Rose
Chila Kumari Singh Burman
Njideka Akunyili Crosby
Vincent van Gogh
Frida Kahlo
Maggie Scott

Term	Key Knowledge	vocabulary
<p style="text-align: center;">Autumn</p> <p style="text-align: center;"><i>Interactive installation</i></p>	<p>Formal elements: Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them. Form: The size and scale of three-dimensional artwork change the effect of the piece.</p> <p>Making skills: How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. How to try out ideas on a small scale to assess their effect. How to use everyday objects to form a sculpture. How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. How to try out ideas for making a sculpture interactive. How to plan an installation proposal, making choices about light, sound and display.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists create works that make us question our beliefs. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p>Evaluating and analysing: Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.</p>	<p>analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional</p>
<p style="text-align: center;">Spring</p> <p style="text-align: center;"><i>I need space</i></p>	<p>Formal elements: Shape: Shapes can be used to place the key elements in a composition. Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. Texture: How to create texture on different materials.</p> <p>Making skills: To know what print effects different materials make.</p>	<p>cold war collagraph collagraphy composition culture decision develop evaluate futuristic imagery printing plate printmaking</p>

	<p>How to analyse an image that considers impact, audience and purpose. How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate. How to make a collagraph print. How to develop drawn ideas for a print. How to combine techniques to create a final composition. How to decide what materials and tools to use based on experience and knowledge.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing: People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p>process propaganda purpose repetition Retrofuturism revisit space race stimulus technique</p>
<p>Summer</p> <p>Portraits</p>	<p>Formal elements: Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Tone: Tone can help show the foreground and background in an artwork.</p> <p>Making skills: How to develop a drawing into a painting. How to create a drawing using text as lines and tone. How to experiment with materials and create different backgrounds to draw onto. How to use a photograph as a starting point for a mixed-media artwork. How to take an interesting portrait photograph, exploring different angles. How to adapt an image to create a new one. How to combine materials to create an effect. How to choose colours to represent an idea or atmosphere. How to develop a final composition from sketchbook ideas.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.</p>	<p>art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer</p>

Year 6 Jupiter Class

Artists we study in Jupiter Class

Year 6
Judith Scott
Yinka Shinobare
Nicola Anthony
Louise Nevelson
Joseph Cornell
Derek O Boateng
Chuck Close
Albrecht Durer
Hannah Hoch
Graham Holland
Edvard Munch
Chris Plowman
Edward Weston
Dan Fenelon
Diego Rivera
Leonardo Da Vinci
Frank Bowling
Richard Brackenburg
David Hockney
Lubaina Himid
Fiona Rae
Paula Rego
John Singer Sargent

Term	Key Knowledge	vocabulary
Autumn <i>Photo opportunity</i>	<p>Formal elements:</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Making skills:</p> <p>To know how different materials can be used to produce photorealistic artwork.</p> <p>To know that macro photography is showing a subject as larger than it is in real life.</p> <p>How to create a photomontage.</p> <p>How to create artwork for a design brief.</p> <p>How to use a camera or tablet for photography.</p> <p>How to identify the parts of a camera.</p>	album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro monochromatic monochrome photography photomontage photorealism photorealistic

	<p>How to take a macro photo, choosing an interesting composition. How to manipulate a photograph using photo editing tools. How to use drama and props to recreate imagery. How to take a portrait photograph. How to use a grid method to copy a photograph into a drawing.</p> <p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Art can be a digital art form, like photography. People use art as a means to reflect on their unique characteristics. Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art.</p>	<p>portrait pose prop proportion recreate replacement saturation software</p>
<p>Spring <i>Make my voice heard</i></p>	<p>Formal elements: Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Form: The surface textures created by different materials can help suggest form in two-dimensional art work. Shape: How an understanding of shape and space can support creating effective composition. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Making skills: How to translate a 2D image into a 3D form. How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). How to manipulate cardboard to create different textures. How to make a cardboard relief sculpture. How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms.</p> <p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.</p>	<p>aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery impact interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tonal tone</p>
<p>Summer <i>Making memories</i></p>	<p>Formal elements: Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>	<p>assemblage attribute collection composition embedded expression identity juxtaposition</p>

	<p>Form: The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Making skills:</p> <p>How to translate a 2D image into a 3D form.</p> <p>How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>How to manipulate cardboard to create different textures.</p> <p>How to make a cardboard relief sculpture.</p> <p>How to make visual notes to generate ideas for a final piece.</p> <p>How to translate ideas into sculptural forms.</p> <p>Knowledge of artists:</p> <p>Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p> <p>Evaluating and analysing:</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.</p>	<p>literal manipulate originality pitfall relief representation sculpture self symbolic tradition</p>
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