

Art and Design Pathway
Subject Leads: R.Harvey

The Art and Design pathway shows clearly what the pupils will be learning as they progress on their journey at Camelford Primary School.

At Camelford Primary School we work on a 2-year rolling programme – Year A starting Sept 2020.

The table below includes the subject coverage which details when in the year the specific topics/areas are taught. These areas have been identified by the school team from the National Curriculum and beyond – ensuring they are relevant for the pupils at Camelford Primary School.

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	Autumn	Christmas	Spring		Summer	
	Autumn (10 weeks) Rebellion and Invasion: <i>Humanities focus</i>	Christmas (3wks) <i>Performance focus</i>	Spring 1 (5 wks) <i>Civilization/British Values</i> <i>Humanities focus</i>	Spring 2 (5 wks) Environmental Warrior <i>Science/school ethos focus</i>	Summer 1 (5 wks) <i>Our community/Our World</i> <i>Humanities focus</i>	Summer 2 (5 wks) Evolution of Man <i>Science focus</i>
Nursery	N1: I can join in singing favourite songs. Nursery Rhymes and songs linked to routines. (Links to R1)	N2: I can join in with dancing and ring games. Dancing and ring games. (Links to R4) N3: I am showing an interest in the way musical instruments sound. Creating musical instruments from natural and found objects. (Links to R5)	N4: I can tap out a simple repeated rhythm. Music sessions with the claves. (Links to R4)	N5: I am beginning to move rhythmically and imitate movement to music. Go Noodle. (Links to R4)	N6: I can create movement in response to music. Move to music in the style of a mini beast. (Links to R4)	N7: I can explore and learn how songs can be changed. Explore and play instruments to represent the sounds of the sea. (Links to R7)
Reception	R1: I can sing some familiar songs. Lining up, Circle and Learning songs. Sticky kids Cosmic yoga (Link to Y1A Playing and Performing)	R2: I can take the lead in familiar songs. Focus child take the lead in Lining up, Circle and Learning songs. Sticky kids Cosmic yoga (Link to Y1A Playing and Performing) R3: I can pitch match. Christmas play songs. Sticky kids Cosmic yoga (Link to Y1A Playing and Performing)	R4: I can move appropriately to the sounds of the instruments. Che, Che, Koolay song with drums and movement. Sticky kids Cosmic yoga (Link to Y1A Playing and Performing)	R5: I can create and perform a whole class song and dance combining singing, instruments and movement, Responding to changes in the music. Sticky kids Cosmic yoga ‘Sing Hosanna Jumping Up and Down’. Perform as an Easter celebration. (Links to Y1A Creating and Composing)	R6: I can add sound effects to stories. Compose a musical score linked to the story of ‘The Hungry Caterpillar’. Sticky kids Cosmic yoga (Links to Y1A Creating and Composing)	R7: I can develop ideas by selecting and using materials and working on processes that interest me. In groups create a soundscape with a score linked to the Cornish seaside or to mining underground. Perform, review and evaluate. Sticky kids Cosmic yoga (Links to Y1A Creating and Composing)
Years 1/2 A	Pirates – ‘Land A’hoy!’ DRAWING (line and tone) Pirate ships and seascapes		Transport – ‘Away we go, follow me!’ PAINTING (colour) Colour mix landscapes	‘Reduce, Reuse, Recycle’ SCULPTURE (form and shape) Recycled materials to produce a sculpture of their own choice.	‘On our doorstep’ <i>Artist Study – local artists, craft makers and designers</i>	‘All Creatures Great and Small’ PRINTING (patterns) Animal patterns and patterns in the environment
Years 1/2 B	‘London’s Burning’ PAINTING (colour) Colour mix London skylines <i>Artist Study - Kandinsky</i>	<i>Need title of topic</i> TEXTILES (texture and shape) Christmas Crafts – sewing and weaving	‘Barnaby Bear’s Adventures’ DRAWING (line and tone) Famous landmarks in UK	SCULPTURE (form and shape) Recycled materials to produce a collaborative sculpture of their own choice	‘Cornwall My Home’ COLLAGE (texture and shape) Whole class/group collage of a scene in Cornwall.	‘Growing and Changing’ <i>Artist Study – Giuseppe Arcimboldo linked to science.</i>
Years 3/4 A	‘Rollin Stone Age’ DRAWING Drawing (line/tone) <i>Stone age cave art / Iron age Celtic patterns (pencils, charcoal and pastels)</i>	‘Christmas’ <i>DT Project (Art in Year B)</i>	‘It’s all Greek to me’ SCULPTURE (form and shape) To improve their mastery of art and design techniques when sculpting clay (Greek Vases)	‘A Planet full of Plastic’ DIGITAL ART Working artistically with different types of technology- Going Green Posters <i>Artist Study – Sean Charmartz</i>	‘Wild Water’ PRINTING Exploring different printing techniques based around sea life and shells	‘A Body Full of Bones’ PAINTING Experimenting with colour and textural effects based around Day of the Dead <i>Artist Study – Pablo Picasso</i>
Years 3/4 B	Ruthless Romans’ (History Link) DRAWING To research and design a Roman Shield focusing on line, pattern and tone. Mosaic tiling and patterns.	‘Christmas’ TEXTILES Christmas crafts through a range of fabrics, embellishments and techniques.	‘Mayan Mystery’ PRINTING Exploring different printing techniques based around the Mayans and Aztec.	‘The Big Blue Planet’ SCULPTURE Large sculptures made from recycled materials to explore form and shape. <i>Local Artist Study-</i>	‘Brilliant Britain’ PAINTING Watercolour landscapes to explore colour, texture and shade. <i>Artist Study – LS Lowry</i>	‘Food Glorious Food’ DRAWING/ MIXED MEDIA To develop lines, marks and tones on a collage background- Animal Art with a newspaper background <i>Artist Study – Louis Jover</i>
Years 5/6 A	‘Vikings: Raid and Invade!’ PRINTING Planning and creating a mono print. Consider how	‘Christmas’ <i>DT in Year A. Art in Year B</i>	Extraordinary Egyptians. SCULPTURE Creating an Egyptian canopic jar through clay	Act Locally, Think Globally! COLLAGE Texture and shape using a range of	Backpackers DRAWING Architectural pictures focusing on line, tone, shading and	This is my Life. PAINTING Individualised projects focusing on emotional colours, atmosphere and effects. All

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	lines and patterns are used to create a Celtic cross.		work by developing skills, planning and creating.	media to develop skills based on animal faces.	perspective/horizon. <i>Artist Study – Antoni Guard (Architect)</i>	painting is within a detailed eye into their future.
Years 5/6 B	‘Put that light out’ Battle of Britain’ SCULPTURE Exploration with materials and poppy sculptures made by planning, creating and embellishing. <i>Artist Study – Paul Cummins</i>	‘Christmas’ TEXTILES Christmas crafts through a range of fabrics, embellishments and techniques through research and planning.	‘Ice Worlds’ Shackleton DRAWING Landscape drawing perfecting tone, shade, line and horizon. With the opportunity to complete with water colours. Jenny Arani	‘One Planet, One Chance’ renewable Energy PAINTING Perfecting colour through complementary and contrasting colours to build an atmosphere. Environmental paintings through repeated images and texture.	‘Extreme world’ DIGITAL ART To work artistically with different types of technology by planning and producing a stop motion video related to the world’s changes.	Time given to DT fairground topic.

The following documents detail the National Curriculum statements and the progression of skills within each of the given topic areas. Each progression of skills document shows expectations for ‘Working Towards’, ‘Working At’ and ‘Working Beyond’ the expected for that subject area.

How should this be used to help plan learning opportunities?

Teachers and subject leads must ensure that they use the progression statement to guide their planning, teaching and assessment. The 3 levels of attainment should be used to pitch the lesson and success criteria accurately; challenging pupils where appropriate with ‘Working Beyond’ and supporting others with ‘Working Towards’ criteria. However, due to our mixed age classes at Camelford, teachers must use their professional judgement by using the Working Towards and Working Beyond criteria when planning and setting learning opportunities.

How can this be used by subject leads and SLT?

Subject leads and SLT should use the progression of skills and subject coverage documents to ensure the correct coverage is happening across the school, at the right times, that the areas being taught are relevant (as per the pathway) and that lessons are pitched to the right level ensuring maximum challenge. The journey of a child throughout the school (starting from Year 1 rotation A) should be carefully monitored to ensure their learning is progressive and varied.

National Curriculum Art and Design Statement 2014

Purpose of Study (p176)

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.

Aims (p176)

The national curriculum for art and design aims to ensure that 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.

Assessment (p176)

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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National Curriculum 2014 Key Stage 1 Art and Design	
National Curriculum 2014 (p177 onwards) Key Stage 1	
Statutory Learning Intentions - pupils should be taught:	CPS chosen areas of study:
- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about 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.	Each year, the children will have opportunities to use drawing, painting and sculpture to produce art work linked to their topic. Additionally, collage will allow opportunities to further explore texture. While printing will allow opportunities to further explore patterns. Each year, there will 2 artist studies. For Key Stage 1, the artists are: - Vincent Van Gogh - Kandinsky - Giuseppe Arcimboldo - A local artist, craft maker or designer (this may change each year)

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 1 and 2 (A)	Autumn 1 (10 weeks)	Pirates – ‘Land A’hoy!’	DRAWING To use drawing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using pattern, texture, line and shape.	Experiment with a variety of media. Begin to control the types of marks made with the range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Produce an expanding range of patterns and textures.	The child can explore and experiment with different ways of mark making using a range of media and tools. The child can show some control in drawing techniques. The child can show a small range of patterns and textures using drawing techniques. The child can draw a pirate ship with some control and limited observational skills.	The child can explore and experiment with different ways of mark making using a range of media and tools, beginning to comment on the effects of different media. The child can show control in drawing techniques. The child can show a range of patterns and textures using drawing techniques. The child can draw a pirate ship with control and their observational skills are developing.	The child can explore and experiment with different ways of mark making using a range of media and tools, commenting on the effect of different media. The child can show great control in drawing techniques. The child can show a wide range of patterns and textures using drawing techniques. The child can draw a pirate ship with control and detail. Their observational skills are strong.	Focus throughout Year A Describing colours Descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, warm, happy and sad etc. Discussion of art and design forms generating more vocabulary. Comment on own and each other’s work Focus words: Pattern, texture, line, shape, shading.
				Possible Outcome: A background seascape using pastels, chalk and charcoal showing texture and patterns. A detailed pirate ship drawing showing control in shape, line and shading.				
Year 1 and 2 (A)	Spring 1 (5 weeks)	Transport – ‘Away we go, follow me!’	PAINTING To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line and shape.	Explore with a variety of media; different brush sizes and tools. Explore lightening and darkening paint. Begin to control the types of marks made with the range of media. Start to mix a range of secondary colours.	The child can explore and experiment with a variety of media, different brushes and painting tools. The child is beginning to explore making limited shades of one primary colour. With support, the child is beginning to mix a small range of secondary colours. The child can show some control when using different paint brushes. With support, the child can use powder paints to mix the correct consistency of paint.	The child can explore and experiment with a variety of media, different brushes and painting tools, beginning to talk about their preferences. The child can make different shades of one primary colour. The child is beginning to mix a range of secondary colours. The child can show control when using different paint brushes. The child can use powder paints to mix the correct consistency of paint.	The child can explore and experiment with a variety of media, different brushes and painting tools, talking confidently about their preferences. The child can make a variety of shades of one primary colour. The child can mix a wide range of secondary colours. The child can show great control and precision when using different paint brushes. The child can confidently use powder paints to mix the correct consistency of paint.	Focus throughout Year A Describing colours Descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, warm, happy and sad etc. Discussion of art and design forms generating more vocabulary. Comment on own and each other’s work Focus words: Colour, patterns, texture, line, shape, shades.
				Possible Outcome: A colour mix landscape background using powder paint – range of shades. A silhouette of a form of transport on top of the background.				

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 1 and 2 (A)	Spring 2 (5 weeks)	'Reduce, Reuse, Recycle'	SCULPTURE To use sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using shape, form and space.	Experiment in a variety of malleable media - papier Mache and Modroc. Manipulate malleable materials in a variety of ways including rolling and pinching.. Use tools and equipment safely and in the correct way.	The child is beginning to explore and experiment in using malleable media (papier mache and Modroc) and malleable materials. The child can show some imagination when using recycled materials to produce a sculpture. The child can use the malleable media and malleable materials in their sculpture with some skill.	The child can explore and experiment in using malleable media (papier mache and Modroc) and malleable materials. The child can show imagination when using a range of recycled materials to produce a sculpture. The child can use the malleable media and malleable materials in their sculpture with good skill.	The child can explore and experiment in using malleable media (papier mache and Modroc) and malleable materials. The child can show great imagination and skill when using a range of recycled materials to produce a sculpture. The child can use the malleable media and malleable materials in their sculpture showing great skill and control.	Focus throughout Year A Describing colours Descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, warm, happy and sad etc. Discussion of art and design forms generating more vocabulary. Comment on own and each other's work Focus words: Shape, form, space, sculpture, construct, recycle.
			ARTIST RESEARCH About 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.	Explore the differences and similarities within the work of artists , craft makers and designers, making links with their own art work. Artist Study Vincent Van Gogh				
Year 1 and 2 (A)	Summer 1 (5 weeks)	'On Our Doorstep'	ARTIST RESEARCH About 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.	Explore the differences and similarities within the work of artists, craft makers and designers , making links with their own art work. Local artist, craft maker and designer study <i>*This may change each yr depending on availability of the local artist, craft maker or designer.</i>	The child is beginning to respond visually and verbally to the work of the local artist, craft maker or designer. The child is beginning to identify the significance of the art form of the local artist, craft maker or designer. The child is beginning to make links with their own art work.	The child can respond visually and verbally to the work of the local artist, craft maker or designer. The child can identify the significance of the art form of the local artist, craft maker or designer. The child can make links with their own art work.	The child can confidently respond visually and verbally to the work of the local artist, craft maker or designer. The child can identify and describe the significance of the art form of the local artist, craft maker or designer. The child can make links with their own art work, describing the similarities and differences.	Focus throughout Year A Describing colours Descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, warm, happy and sad etc. Discussion of art and design forms generating more vocabulary. Comment on own and each other's work Focus words: Artist, craft-maker, designer, local.

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 1 and 2 (A)	Summer 2 (5 weeks)	'All Creatures Great and Small'	PRINTING To develop a wide range of art and design techniques in using colour, pattern , texture, line and shape.	Explore simple printing with a range of hard and soft materials/objects. Use equipment and media correctly and be able to produce a clean printed image. Explore Styrofoam printing.	The child can explore printing simple pictures with some hard and soft objects and materials. The child can identify different patterns on animals and in the environments within where they live. The child is beginning to make prints of these patterns. The child can show some skill and control in Styrofoam printmaking and printing with objects.	The child can explore printing pictures with a range of hard and soft objects and materials. The child can identify and is beginning to describe different patterns on animals and in the environments within where they live. The child can make prints of these patterns. The child can show skill and control in Styrofoam printmaking and printing with objects.	The child can explore printing pictures with a wide range of hard and soft objects and materials. The child can identify and describe different patterns on animals and in the environments within where they live. The child can make prints of these patterns. The child can show great skill and control in Styrofoam printmaking and printing with objects.	Focus throughout Year A Describing colours Descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, warm, happy and sad etc. Discussion of art and design forms generating more vocabulary. Comment on own and each other's work Focus words: Printing, patterns, texture, line, shape.
				Possible Outcome: A range of prints of different animal and environmental patterns.				
Year 1 and 2 (B)	Autumn 1 (10 weeks)	'London's Burning'	PAINTING To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line and shape.	Continue to control the types of marks made with the range of media. Begin to control the types of marks made with a range of painting techniques. Use a range of different sized brushes to produce marks appropriate to work. Continue to explore lightening and darkening paint. Continue to mix a range of secondary colours, shades and tones.	The child can explore and experiment with a variety of media, different brushes and painting tools. The child is beginning to use different painting techniques (layering, mixing media and adding texture). The child continues to show some control when using different paint brushes to make different marks. With support, the child is continuing to mix a small range of secondary colours, shades and tones. With support, the child is developing their use of powder paints to mix the correct consistency of paint.	The child can explore and experiment with a variety of media, different brushes and painting tools, talking about their preferences. The child can use different painting techniques (layering, mixing media and adding texture). The child continues to show good control when using different paint brushes to make different marks. The child is continuing to mix a range of secondary colours, shades and tones. The child can use powder paints to mix the correct consistency of paint.	The child can explore and experiment with a variety of media, different brushes and painting tools, talking confidently about their preferences. The child can use different painting techniques (layering, mixing media and adding texture). The child can show great control and precision when using different paint brushes to make different marks. The child can mix a wide range of secondary colours, shades and tones. The child can confidently use powder paints to mix the correct consistency of paint.	Focus throughout Year B Extension of colour vocabulary Linking colour to items e.g. raspberry, pillar box red etc. Organisation words – repeat, overlap, symmetry, regular, irregular etc. Words describing visual and tactile qualities. Description of artefacts and discussion Comment on own and each other's work. Focus words: Colour, patterns, texture, line, shape, shades.
				Possible Outcome: A background colour mix representing the fire spreading through London. A black paper silhouette to represent the London skyline.				
			ARTIST STUDY About the work of a range of artists , craft makers and designers, describing the differences and similarities between different	Explore the differences and similarities within the work of artists , craft makers and designers, making links with their own art work. Artist Study Kandinsky	The child can name the artist and identify some of their art work. The child is beginning to respond visually and verbally to the work of Kandinsky. The child is beginning to explore the significance of painting techniques and colour in the work of Kandinsky. The child is beginning to make links with their own art work.	The child can name the artist, identifying and describing some of their art work. The child can respond visually and verbally to the work of Kandinsky. The child can identify the significance of painting techniques and colour in the work of Kandinsky. The child can make links with their own art work.	The child can name the artist, identifying and describing some of their art work. The child can confidently respond visually and verbally to the work of Kandinsky. The child can identify and describe the significance of painting techniques and colour in the work of Kandinsky. The child is can make links with their own art work, describing the similarities and differences.	

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			practices and disciplines, and making links to their own work.					
Year 1 and 2 (B)	Autumn 2 (3 weeks)	Christmas	TEXTILES To use a range of materials creatively to design and make products.	Use more than one type of stitch. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Have some experience of weaving and understand the process and some techniques.	With support, the child can sew pieces of fabric together to make a decoration using running stitch. With support, the child can weave different fabrics/materials.	The child can sew pieces of fabric together to make a decoration, involving at least two different types of stitches. The child can weave different fabrics/materials.	The child can confidently sew pieces of fabric together to make a decoration, involving a range of different types of stitches. The child can confidently weave different fabrics/materials, commenting on their effect.	Focus throughout Year B Extension of colour vocabulary Linking colour to items e.g. raspberry, pillar box red etc. Organisation words – repeat, overlap, symmetry, regular, irregular etc. Words describing visual and tactile qualities. Description of artefacts and discussion Comment on own and each other's work. Focus words: Stitching, sewing, weave, fabric, material.
				Possible Outcome: Christmas decorations which involve sewing and also weaving.				
Year 1 and 2 (B)	Spring 1 (5 weeks)	Barnaby Bear's Adventures	DRAWING To use drawing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using pattern, texture, line and shape.	Control the types of marks made with the range of media and tools. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a range of graded pencils. Continue to Investigate textures and produce an expanding range.	The child continues to explore and experiment with different ways of mark making using a range of media and tools. The child is beginning to show a small range of textures. The child is beginning to show some awareness of the use of light/dark lines, patterns and shapes using a small range of graded pencils. The child can draw from a range of human and physical landmarks with some control and limited observational skills.	The child continues to explore and experiment with different ways of mark making using a range of media and tools, beginning to comment on the effects of different media. The child can show a small range of textures. The child can show some awareness of the use of light/dark lines, patterns and shapes using a range of graded pencils. The child can draw from a range of human and physical landmarks with control and their observational skills are continuing to develop.	The child continues to explore and experiment with different ways of mark making using a range of media and tools, commenting on the effects of different media. The child can show a wide range of textures. The child can show awareness of the use of light/dark lines, patterns and shapes using a range of graded pencils. The child can draw from a range of human and physical landmarks with control and detail. Their observational skills are strong.	Focus throughout Year B Extension of colour vocabulary Linking colour to items e.g. raspberry, pillar box red etc. Organisation words – repeat, overlap, symmetry, regular, irregular etc. Words describing visual and tactile qualities. Description of artefacts and discussion Comment on own and each other's work. Focus words: Pattern, texture, line, shape, shading.
				Possible Outcome: Observational drawings of the physical and human landmarks of the four countries in the UK.				

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 1 and 2 (B)	Spring 2 (5 weeks)	'Home, Sweet, Habitat'	SCULPTURE To use sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using shape, form and space.	Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination using clay. Demonstrate experience in surface patterns/textures. Explore carving as a form of 3D art. Use tools and equipment safely and in the correct way.	The child continues to explore and experiment with malleable media. The child is beginning to shape, form, construct and model using clay. The child is beginning to add surface patterns and textures to their clay sculpture. The child's observational skills are continuing to develop, with support.	The child continues to explore and experiment with malleable media, commenting on how it can be changed and the techniques for achieving this. The child can shape, form, construct and model using clay. The child can add surface patterns and textures to their clay sculpture. The child's observational skills are continuing to develop independently.	The child continues to explore and experiment with malleable media, commenting on how it can be changed and the varied techniques for achieving this. The child can confidently shape, form, construct and model using clay. The child can confidently add surface patterns and textures to their clay sculpture. The child's observational skills are continuing to develop independently, showing great skill.	Focus throughout Year B Extension of colour vocabulary Linking colour to items e.g. raspberry, pillar box red etc. Organisation words – repeat, overlap, symmetry, regular, irregular etc. Words describing visual and tactile qualities. Description of artefacts and discussion Comment on own and each other's work. Focus words: Shape, form, space, sculpture, construct, recycle.
				Possible Outcome: A 3D clay sculpture of an animal head and/or habitat.				
Year 1 and 2 (B)	Summer 1 (5 weeks)	'Cornwall My Home'	COLLAGE To develop a wide range of art and design techniques in using colour, pattern, texture , line and shape .	Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures. Work on a large scale. Collect, sort and group materials in different ways. Cut, shape, arrange and glue materials. Fold, crumple, overlap and tear paper for different purposes.	The child is beginning to explore and identify different types and textures of fabric and materials suitable for a collage. The child is beginning to collect, sort and group materials in preparation for their collage. With support, the child can cut, shape, arrange and glue materials when working in a group. The child is beginning to experiment with different ways of using paper (folding, crumpling, overlapping and tearing). With support, the child is beginning to describe the collage using key vocabulary.	The child can explore and identify different types and textures of fabric and materials suitable for a collage. The child can collect, sort and group materials in preparation for their collage. The child can cut, shape, arrange and glue materials when working in a group. The child can experiment with different ways of using paper (folding, crumpling, overlapping and tearing). The child is beginning to describe the collage using key vocabulary.	The child can explore and identify different types and textures of fabric and materials suitable for a collage, discussing their preferences. The child can collect, sort and group materials in preparation for their collage. The child can confidently cut, shape, arrange and glue materials when working in a group. The child can show skill in experimenting with different ways of using paper (folding, crumpling, overlapping and tearing). The child can describe the collage using key vocabulary.	Focus throughout Year B Extension of colour vocabulary Linking colour to items e.g. raspberry, pillar box red etc. Organisation words – repeat, overlap, symmetry, regular, irregular etc. Words describing visual and tactile qualities. Description of artefacts and discussion Comment on own and each other's work. Focus words: Collage, colour, texture, shape.
				Possible Outcome: A whole class/group collage of a scene in Cornwall.				

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 1 and 2 (B)	Summer 2 (5 weeks)	'Incredible Me'	ARTIST RESEARCH About 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.	Explore the differences and similarities within the work of artists , craft makers and designers, making links with their own art work. Artist Study Giuseppe Arcimboldo	The child can name the artist and identify some of their art work. The child is beginning to respond visually and verbally to the work of Giuseppe Arcimboldo. The child is beginning to explore the significance of painting techniques and images in the work of Giuseppe Arcimboldo. The child is beginning to make links with their own art work.	The child can name the artist, identifying and describing some of their art work. The child can respond visually and verbally to the work of Giuseppe Arcimboldo. The child can identify the significance of painting techniques and images in the work of Giuseppe Arcimboldo. The child can make links with their own art work.	The child can name the artist, identifying and describing some of their art work. The child can confidently respond visually and verbally to the work of Giuseppe Arcimboldo. The child can identify and describe the significance of painting techniques and images in the work of Giuseppe Arcimboldo. The child is can make links with their own art work, describing the similarities and differences.	Focus throughout Year B Extension of colour vocabulary Linking colour to items e.g. raspberry, pillar box red etc. Organisation words – repeat, overlap, symmetry, regular, irregular etc. Words describing visual and tactile qualities. Description of artefacts and discussion Comment on own and each other's work.

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National Curriculum 2014 Key Stage 2 Art and Design

National Curriculum 2014 (p177 onwards) Key Stage 2

Statutory Learning Intentions - pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- About great artists, architects and designers in history.

Each year, the children will have opportunities to develop their use of **drawing**, **painting** and **sculpture** to produce artwork linked to their topic.

Additionally, **collage** will allow opportunities to further explore texture, **printing** will encourage opportunities will further explore patterns. **Digital Art** will be introduced in Key Stage two which will enable the children to be creative through digital technology.

KS2 are expected to be using their **sketch books** frequently to research ideas, experiment with techniques and to design their own work. Furthermore, they will annotate their own work and add improvements. A log of progression needs to keep kept in their sketch books.

Each year, there 1 or 2 artist/architect/designer to study. For Key Stage 2, the artists are:

- LKS2- Pablo Picasso, Steven Brown, Sean Charmatz. Henri Rousseau , Katrina Slack
- UKS2- Andy Warhol, Antoni Guard, Andy Goldsworthy, Paul Cummins
- Local artists, printers, architects or craft makers (this may change each year for both phases)

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 3 and 4 (A)	Autumn 1 (10 weeks)	Rollin' Stone Age	DRAWING To improve their mastery of art and design techniques, including drawing , painting and sculpture with a range of materials [for example, pencil , charcoal , paint,	Developing intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.	I can identify how surface detail can be added to drawings whilst observing others I can draw for a sustained period of time I can make marks and line with a limited range of drawing implements I can experiment with two different grades of pencil to create lines and marks	I can experiment with ways in which surface detail can be added to drawings I can draw for a sustained period of time at an appropriate level, showing focus and attention to detail I can make marks and line with a wide range of drawing implements I can experiment with different grades of pencil and other implements to create lines and marks I can apply tone in a drawing in a simple way I can create textures with a wide range of	I can independently experiment with ways in which surface detail can be added to drawings, adding my own ideas. I can draw for a sustained period of time at a higher level, showing focus and attention to detail I can make marks and line with a wide range of drawing implements and explain how this changes the drawing. I can experiment and explain different grades of pencil and other implements to create lines and marks	Focus words -contrast -light/dark -intricate -faint -sharp -tone

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			clay]. To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.	Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements.	I can experiment with textures and apply a simple use of pattern in my drawing	drawing implements and apply a simple use of pattern and texture in my drawing	I can apply tone in a drawing in an effective way I can create textures with a wide range of drawing implements and apply an effective use of pattern and texture in my drawing	
				Possible outcomes -To explore the style of Stone Age cave art -To find out how cave paintings were created -To create their own stone age drawings on tea stained paper. With the use of pencil and charcoal.				
Year 3 and 4 (A)	Autumn 2 (5 weeks)	Christmas	Please see DT-Christmas ART in Year 3 and 4 B					
Year 3 and 4 (A)	Spring 1 (5 weeks)	It's All Greek To Me	SCULPTURE To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.	Use equipment and media with confidence. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique Possible outcomes: To design and create a Greek Vase sculpture	I can begin to show an awareness of objects having a third dimension I can join clay with support and construct a simple base for extending and modelling other shapes I can experiment with surface patterns and textures in a malleable material I can use colour and texture in my final piece I can plan, design and make models from observation and imagination to fit a guided brief, manipulating malleable materials (with support) I can use tools to create texture	I can begin to show an awareness of objects having a third dimension and show this in the planning of any 3-D work I can join clay and construct a simple base for extending and modelling other shapes I can create surface patterns and textures in a malleable material to present my desired effect I can show an understanding of using colour, texture and detail in my final piece I can plan, design and make models from observation and imagination to fit a guided brief, manipulating malleable materials I can select tools appropriately	I can show an awareness of objects having a third dimension and show this in the planning of any 3-D work I can join clay adequately and construct a successful base for extending and modelling other shapes I can create a variety of surface patterns and textures in a malleable material to present a aesthetic effect I can show a secure understanding of using colour, texture and detail in my final piece I can independently plan, design and make models from observation and imagination to fit a guided brief, manipulating malleable materials I can select a wide selection of tools appropriately, for different textures.	Focus words -3D Dimension -base -construct -sculpture -slip and score

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 3 and 4 (A)	Spring 2	A Planet full of Plastic (5 Weeks)	DIGITAL ART To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	The children will demonstrate working artistically with different types of technology (camera, Ipad, laptop and software's.) They will continue to use tools within technology to manipulate and create pictures and text. Possible outcomes: Creating a GO GREEN Poster on an application	I can explore ideas using digital sources I can save and insert an image I can use multiple images	I can use some tools to manipulate artistic ideas in software packages I can keep the correct image proportions when inserting into docs I can overlap images and insert text and other images to them I can manipulate images and text for purpose	I can confidently use tools to manipulate artistic ideas in software packages I can change images and experiment with adjustment tools I can enlarge images, crop and scale down to change the desired effect	Focus words: Digital Save Insert Image Text
Year 3 and 4 (A)	Summer 1	Wild Water	PRINTING To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.	Print simple patterns using different printing techniques. Continue to explore both mono-printing and relief printing. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Demonstrate experience in 3 colour printing. Explore 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. Demonstrate experience in combining prints taken from different objects to produce an end piece. Possible outcomes: Experimenting with prints from river- stones and plants. Create their own stone stamps.	I can identify a simple pattern I can produce simple patterns and shapes based on another pattern I can produce simple repeating patterns I can experiment printing blocks using relief or impressed method I can print with one colour I can use a variety of tools to produce a printed pattern (with support) I can identify prints in different scales I can create my own shapes	I can recognise different shapes and patterns from observation from artefacts, images and the environment I can produce patterns and shapes based on the study of cultural influences I can draw patterns that run off the page and have lines that follow the leader line I can reproduce repetitive patterns using shapes and lines I can create printing blocks using relief or impressed method I can print with two colour overlays I can use a variety of tools to produce a printed pattern I can work in different scales I can use a variety of tools to create my own shapes	I can recognise different shapes and patterns from observation from artefacts, images and the environment and explain why they have been used I can independently produce patterns and shapes based on the study of cultural influences I can independently draw patterns that run off the page and have lines that follow the leader line I can reproduce repetitive patterns using geometric shapes, abstract shapes and lines I can create printing blocks using relief or impressed method and discuss their differences I can print with three colour overlays I can independently choose and use a variety of tools to produce a printed pattern I can work in a variety different scales t fit the purpose of the artwork I can independently use a variety of tools to create my own shapes	Focus words: Repeat simple Overlapping Printing blocks continuous

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 3 and 4 (A)	Summer 2	A Body Full Of Bones (5 weeks)	RESEARCH OF FAMOUS ARTIST Learn about great artists, architects and designers in history. PAINTING To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	To demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task <i>Possible outcomes:</i> <i>To link to Day of the Dead/ Disney's film Coco -Pablo Picasso inspired Paintings with Day of the dead colours</i>	Famous Artists I can use the inspiration from famous artists I can identify what I like about my work and what I could improve I can identify a type of skill the artist has used Painting skills I can experiment with two different textual effects (blocking in colour/ thickened paint) I can identify to different scaled pictures I can use different effects and textures with paint according to what they need for the task (with support) I can mix colours using knowledge I have learnt I can mix primary colours I understand how to change the tone, shade and tints of paint to create my desired effects (with support) I can discuss how colours can show emotions I can identify specific colour language I can use colour pencils inside lines and shapes	Famous Artists I can use inspiration from famous artists to replicate a piece of work I can reflect upon their work inspired by a famous notable artist and the development of their art skills I can express an opinion on the work of famous, notable artists and refer to techniques and effect Painting skills I can experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects I can work on a range of scales e.g. thin brush on small picture, large brush on large scales I can create different effects and textures with paint according to what they need for the task I can use paint effects through the use of splatter, dripping and spray I can mix colours using knowledge I have learnt I understand how to change the tone, shade and tints of paint to create my desired effects I understand that the representation of colour can be used to express emotions I can use more specific colour language and start to understand how to experiment with colour mixing into tertiary colours I can use colour pencils inside lines and shapes, with shaded detail where necessary	Famous Artists I can use inspiration from famous artists to replicate a piece of work, alongside adding my own style. I can explain how the artists techniques and effects are different to other artists. Painting skills I can independently experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects I can create and compare a range of scales e.g. thin brush on small picture, large brush on large scales I can create a variety of different effects and textures with paint according to what they need for the task I can use paint effects through the use of splatter, dripping and spray and explain their effect. I can mix colours to portray different moods I understand how to change the tone, shade and tints of paint to create my desired effects I can show that the representation of colour can be used to express emotions I can use specific colour language and understand how to experiment with colour mixing into tertiary colours I can independently use colour pencils inside lines and shapes, with shaded detail where necessary	Focus words: Picasso Complementary Blocking Thickening Primary Secondary
	Autumn 1	‘Ruthless Romans’ (10 weeks) <i>-linked to History in the research phase</i>	DESIGN AND DRAW To improve their mastery of art and design techniques, including drawing, painting and sculpture	Developing intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as	Drawing I can draw for a sustained period of time I can make marks and line with a limited range of drawing implements I can experiment with two different	Drawing I can draw for a sustained period of time at an appropriate level, showing focus and attention to detail I can make marks and line with a wide range of drawing implements I can experiment with different grades of	Drawing I can draw for a sustained period of time at a higher level, showing focus and attention to detail I can make marks and line with a wide range of drawing implements and explain how this changes the drawing.	Focus words: Annotate Improve Symmetry Faint Faded

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			with a range of materials [for example, pencil, paint, clay]. With an emphasis on recording in sketch books: To create sketch books to record their observations and use them to review and revisit ideas	planning and collecting source material for future works. Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Possible Outcomes: To plan and design a Roman shield after researching the design.	grades of pencil to create lines and marks I can experiment with textures and apply a simple use of pattern in my drawing I can research ideas in my sketch book from mixed media I can design a shield in my sketchbook I can annotate and improve my shield	pencil and other implements to create lines and marks I can apply tone in a drawing in a simple way I can create textures with a wide range of drawing implements and apply a simple use of pattern and texture in my drawing I can research ideas in my sketch book from mixed media I can design a shield in my sketchbook I can annotate and improve my shield	I can experiment and explain different grades of pencil and other implements to create lines and marks I can apply tone in a drawing in an effective way I can create textures with a wide range of drawing implements and apply an effective use of pattern and texture in my drawing I can research ideas in my sketch book from mixed media I can design a shield in my sketchbook I can annotate and improve my shield	
Year 3 and 4 (A)	Autumn 2	Christmas (5 weeks)	TEXTILES To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. Adapt work as and when necessary and explain why. Change and modify threads and fabrics, Use language appropriate to skill and technique.	I can experiment a variety of techniques, e.g. printing, dyeing, weaving and stitching to create textual effects I can match the tools to the material I can use paint to make my work better	I can correctly use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create textural effects I can match the tools to the material I can experiment with creating fabrics with mixed media and fabric, yarns and plastics I can use textured paints and embellishments in the enhancement of my work I can work in different scales	I can independently use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textual effects I can independently match the tools to the material I can use textured paints and embellishments in the enhancement of my work, explaining why I have chosen certain effects I can work in a variety of different scales	Focus words: texture Material Embellish Fabric Technique
				Possible outcomes -Christmas tree decorations sewing a variety of materials together and adding further detail -tie die stockings				

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 3 and 4 (B)	Spring 1	Mayan Mystery (5 weeks)	PRINTING To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.	Increase awareness in mono and relief printing. Demonstrate experience in fabric printing. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Expand experience in 3 colour printing. Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns Possible outcomes: *Create commemorative stamps showing the achievements of the Mayans (can be stamped in various formats/on different materials etc)* <i>Aztec printing to create a table cloth- to later be used to eat from at 'Mayan Day'</i>	I can identify a simple pattern I can produce simple patterns and shapes based on another pattern I can produce simple repeating patterns I can experiment printing blocks using relief or impressed method I can print with one colour I can use a variety of tools to produce a printed pattern (with support) I can identify prints in different scales I can create my own shapes	I can recognise different shapes and patterns from observation from artefacts, images and the environment I can produce patterns and shapes based on the study of cultural influences I can draw patterns that run off the page and have lines that follow the leader line I can reproduce repetitive patterns using shapes and lines I can create printing blocks using relief or impressed method I can print with two colour overlays I can use a variety of tools to produce a printed pattern I can work in different scales I can use a variety of tools to create my own shapes	I can recognise different shapes and patterns from observation from artefacts, images and the environment and explain why they have been used I can independently produce patterns and shapes based on the study of cultural influences I can independently draw patterns that run off the page and have lines that follow the leader line I can reproduce repetitive patterns using geometric shapes, abstract shapes and lines I can create printing blocks using relief or impressed method and discuss their differences I can print with three colour overlays I can independently choose and use a variety of tools to produce a printed pattern I can work in a variety different scales t fit the purpose of the artwork I can independently use a variety of tools to create my own shapes	Focus words: culture Repetitive Relief method Impressed method scales
Year 3 and 4 (B)	Spring 2	The Big Blue Planet (5 weeks)	SCULPTURE To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. RESEARCH A FAMOUS ARTIST -Katrina Slack ?	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Use recycled, natural and man-made materials to create sculptures Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture Possible outcomes:	I can begin to show an awareness of objects having a third dimension I can and construct a simple base for extending and modelling other shapes I can experiment with surface patterns and textures I can use colour and texture in my final piece I can plan, design and make models from observation and imagination to fit a guided brief, manipulating malleable materials (with support) I can use different tools	I can begin to show an awareness of objects having a third dimension and show this in the planning of any 3-D work I can construct a simple base for extending. I can create surface patterns and textures in a malleable material to present my desired effect I can show an understanding of what materials would be suitable for projects to produce 3-D work I can show an understanding of using colour, texture and detail in my final piece I can plan, design and make models from observation and imagination to fit a guided brief, manipulating materials. I can select tools appropriately	I can show an awareness of objects having a third dimension and show this in the planning of any 3-D work I can join clay adequately and construct a successful base for extending and modelling other shapes I can create a variety of surface patterns and textures in a malleable material to present a aesthetic effect I can show a secure understanding of using colour, texture and detail in my final piece I can independently plan, design and make models from observation and imagination to fit a guided brief, malleable materials I can select a wide selection of tools appropriately, for different textures.	Focus words: recyclables Extend Three dimensional Base figure

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
				<i>To create sea animal sculptures in groups using recycled materials based on different animals</i>				
Year 3 and 4 (B)	Summer 1	Brilliant Britain (5 weeks) What part of Britain are we focusing on??	RESEARCH OF FAMOUS ARTIST Learn about great artists, architects and designers in history. PAINTING To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task. <i>Possible Outcomes: Henri Rousseau inspired paintings changing the jungle scene to a seaside landscape.</i>	I can experiment with two different textual effects (blocking in colour/ thickened paint) I can identify to different scaled pictures I can use different effects and textures with paint according to what they need for the task (with support) I can mix colours using knowledge I have learnt I can mix primary colours I understand how to change the tone, shade and tints of paint to create my desired effects (with support) I can discuss how colours can show emotions I can identify specific colour language I can use colour pencils inside lines and shapes	I can experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects I can work on a range of scales e.g. thin brush on small picture, large brush on large scales I can create different effects and textures with paint according to what they need for the task I can use paint effects through the use of splatter, dripping and spray I can mix colours using knowledge I have learnt I understand how to change the tone, shade and tints of paint to create my desired effects I understand that the representation of colour can be used to express emotions I can use more specific colour language and start to understand how to experiment with colour mixing into tertiary colours I can use colour pencils inside lines and shapes, with shaded detail where necessary	I can independently experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects I can create and compare a range of scales e.g. thin brush on small picture, large brush on large scales I can create a variety of different effects and textures with paint according to what they need for the task I can use paint effects through the use of splatter, dripping and spray and explain their effect. I can mix colours to portray different moods I understand how to change the tone, shade and tints of paint to create my desired effects I can show that the representation of colour can be used to express emotions I can use specific colour language and understand how to experiment with colour mixing into tertiary colours I can independently use colour pencils inside lines and shapes, with shaded detail where necessary	Focus Words: Emotions Textural effect Represent Tertiary Detail
Year 3 and 4 (B)	Summer 2	Food Glorious Food (5 weeks)	MIXED MEDIA WITH FOCUS ON DRAWING. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Opportunities to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit. Draw for a sustained period of time at an appropriate level. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Have opportunities to develop further drawings featuring the	Mixed Media I can use collage as a means of collecting ideas I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures I can identify different surfaces and scales I can develop my own work style Drawing I can identify how surface detail can be added to drawings whilst observing others I can draw for a sustained period of	Mixed Media I am able to add collage to a painted, printed or drawn background I can use a range of media to create collages I can use collage as a means of extending work from initial ideas I am able to work on different surfaces and in different scales I can develop my own work & style using tonal contrasts & mixed media Drawing I can experiment with ways in which surface detail can be added to drawings I can draw for a sustained period of time at an	Mixed Media I can independently add collage to a painted, printed or drawn background using detail I can use a wide range of media to create collages I can use collage to extend my work from my initial ideas, explaining changes I can work on different surfaces and scales, explaining which effect is better I can develop my own style of work using detailed tonal contrasts and mixed media. Drawing I can independently experiment with ways in which surface detail can be added to	Focus Words: Media Grades (of pencil) Contrasts Shade Tone

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas	third dimension and perspective. <i>Possible outcomes: Steven Brown inspired artwork where animals will be drawn over the top of a newspaper collage- this will link to the animal classification and the food we eat.</i>	time I can make marks and line with a limited range of drawing implements I can experiment with two different grades of pencil to create lines and marks I can experiment with textures and apply a simple use of pattern in my drawing	appropriate level, showing focus and attention to detail I can make marks and line with a wide range of drawing implements I can experiment with different grades of pencil and other implements to create lines and marks I can apply tone in a drawing in a simple way I can create textures with a wide range of drawing implements and apply a simple use of pattern and texture in my drawing	drawings, adding my own ideas. I can draw for a sustained period of time at a higher level, showing focus and attention to detail I can make marks and line with a wide range of drawing implements and explain how this changes the drawing. I can experiment and explain different grades of pencil and other implements to create lines and marks I can apply tone in a drawing in an effective way I can create textures with a wide range of drawing implements and apply an effective use of pattern and texture in my drawing	
Year 5 and 6 (A)	Autumn 1	'Raid and Invade'	PRINTING To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.	Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Develop their own style using tonal contrast and mixed media. <i>Possible Outcomes: Intricate prints that represent different countries of the world- creating stamps</i>	I can identify how patterns are made I can experiment with different printing methods I can create a print of my own I can add other patterns inside of my prints I can add colour to shapes and patterns to fill in open gaps I can use a sketchbook to collect visual information I can annotate work in my sketchbook	I can identify how patterns are made and use this knowledge to create my own for developing my own artwork I can use relief and impressed methods into my work I can create my own prints and patterns in layers for my own artwork I can work into my prints with other media and detail I can add colour and block work to shapes and patterns to fill in open gaps and close areas to improve the composition of my work I can use sketchbooks to collect and record visual information from different sources I can annotate work in my sketch book explaining the changes I will make to improve	I can identify how patterns are made and use this knowledge to create my own for developing my own artwork I can independently use relief and impressed methods into my work I can create my own intricate prints and patterns in layers for my own artwork I can work into my prints with other media and detail, explaining the effect I have created. I can add colour and block work to shapes and patterns to fill in open gaps and close areas to improve the composition of my work, varying the colour and pattern. I can use sketchbooks to collect and record visual information from different sources, explaining the effect different techniques have. I can annotate work in my sketch book explaining the changes I will make to improve and how this will change my overall design.	Focus words: Relief method Impressed method Composition Colour work Block work

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 5 and 6 (A)	Autumn 2	'Christmas'	DT UNIT- Art in Year B					
Year 5 and 6 (A)	Spring 1	'Extraordinary Egyptians'	SCULPTURE To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.	Work in a safe, organised way, caring for equipment. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. Confidently carve a simple form. Solve problems as they occur. and found object art. Use language appropriate to skill and technique. <i>Possible Outcomes: Egyptian cartouche sculptures using clay</i>	I can choose materials to create my sculpture and have some knowledge of shape, form, model and construction. I can plan an idea for my sculpture I have developed skills in handling clay, cutting and adding detail I can produce simple patterns and textures in a malleable media	I can follow with a plan from briefing to completion using my knowledge of shape, form, model and construction, using my imagination. This includes the selection and process of materials and methods. I can use recycled, natural and man-made materials to create sculptures I can plan a sculpture through drawing and other preparatory work I have developed skills in using clay, cutting, relief details and fixing I can produce intricate patterns and textures in a malleable media I can work in different scales	I can follow with a plan from briefing to completion using my knowledge of shape, form, model and construction, using my imagination. This includes using a wide range of materials and methods. I can plan a 3D detailed sculpture through drawing and other preparatory work I have developed advanced skills in using clay, cutting, relief details and fixing I can produce intricate patterns and textures in a malleable media using a range of techniques for the detail I can use a range of scales in my final piece	Focus words: Intricate Construction Preparatory Scale Relief details Fixing
Year 5 and 6 (A)	Spring 2	'Act Locally, Think Globally'	COLLAGE To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of	Can select and use cutting tools and adhesives with care to achieve a specific outcome Can embellish a surface using a variety of techniques, including drawing, painting and printing Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water	I can add collage to a painted, printed or drawn background I can use media to create collages I can use techniques, colours and textures when designing and making pieces of work I am able to select and experiment with tools and materials I can develop my own work & style	I can add collage to a painted, printed or drawn background I can use a range of media to create collages I can use different techniques, colours and textures when designing and making pieces of work I can use collage as a means of extending work from initial ideas I am able to work on different surfaces and in different scales I am able to select and experiment with a variety of tools and materials	I can add collage to a painted, printed or drawn background I can use a wide range of media to create collages I can use wide range of different techniques, colours and textures etc when designing and making pieces of work I am able to select and experiment with a variety of tools and materials, explaining what effect they will give my final piece	Focus words: Tonal contrast Media Extending Combination Irregular

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			art, craft and design.	Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing Famous artist (Andy Goldsworthy) To give detailed observations about notable artists', artisans' and designers' work To offer facts about notable artists', artisans' and designers' lives. Possible Outcomes: Environmental art work to represent global warming. Mixed media project to create a message through Art using collage. Could be outdoor work and link to Andy Goldsworthy		I can develop my own work & style using tonal contrasts & mixed media	I can develop my own work & style using tonal contrasts & mixed media, explaining the desired effect	
Year 5 and 6 (A)	Summer 1	'Back Packers'	DRAWING To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Draw for a sustained period of time over a number of sessions working on one piece. Develop their own style of drawing through: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media. Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition,	I can use dry media to make different marks, lines, patterns and shapes within a drawing I can experiment with wet media I can use a few techniques for different purposes i.e., shading, hatching within their own work I can start to develop their own style	I can use a variety of dry media to make different marks, lines, patterns and shapes within a drawing I can experiment with wet media to make different marks, lines, patterns, textures and shapes (ink, watercolour) I can use different techniques for different purposes i.e., shading, hatching within their own work I can start to develop their own style using tonal contrast and mixed media I can begin to use simple perspective in their work using a single focal point and horizon I can begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background	I can use a wide range of dry media to make different marks, lines, patterns and shapes within a drawing I can successfully wet media to make different marks, lines, patterns, textures and shapes I can successfully use different techniques for different purposes i.e., shading, hatching within their own work I can start to develop their own style using tonal contrast and mixed media, explaining why I have chosen certain techniques I can use perspective in my work using a single focal point and horizon I can understand composition, scale and proportion in their paintings e.g. foreground, middle ground and background	Focus words: Horizon Perspective Foreground Background Middle ground

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			To create sketch books to record their observations and use them to review and revisit ideas.	scale and proportion in their work. Famous artist (Antoni Guard) To give detailed observations about notable artists', artisans' and designers' work To offer facts about notable artists', artisans' and designers' lives. <i>Possible Outcomes:</i> <i>Architectural pictures focusing on perspective</i> <i>Design their own buildings?</i> <i>Research buildings in a variety of cultures.</i> <i>Based on Antoni Guard (Architect)</i>				
Year 5 and 6 (A)	Summer 2	'This is My Life'	PAINTING RESEARCH OF FAMOUS ARTIST Learn about great artists, architects and designers in history. PAINTING To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Work in a independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Possible Outcomes: A detailed painting of an eye and the students vision for themself inside of the eye- please see 'possible outcomes' document	I can comment what I like about another person's painting I can carry out preliminary studies, mixed colours I want to use I can mix and match colours to different moods I am able to identify primary, secondary and contrasting colours and use this knowledge in my own work I am able to use a variety of paintbrushes	I can develop a painting from a drawing or an idea I can carry out preliminary studies, trying out different media and materials and mixing appropriate colours I can create imaginative work from a variety of sources I can mix and match colours to create atmosphere, emotional and light effects I am able to identify primary, secondary, tertiary, complementary and contrasting colours and use this knowledge in my own work I am able to choose suitable paintbrushes for working in a variety of media I am able to work for sustained periods of time. adding details and adjusting techniques as I work I am able to work with my mistakes and correct them using learnt techniques I am able to work on different surfaces and in different scales	I can develop a detailed painting from a drawing or an idea I can carry out preliminary studies, trying out a variety different media, materials and mixing appropriate colours. Comparing these to make a final decision. I can mix and match colours to create atmosphere, emotional and light effects. I can explain why I have used these in my work. I am able to identify and use a wide range of primary, secondary, tertiary, complementary and contrasting colours and use this knowledge in my own work I am able to choose suitable paintbrushes for working in a variety of media and use a range of brushes in my final piece. I am able to work for sustained periods of time- adding a range of details and adjusting techniques as I work I am able to work with my mistakes and correct them using learnt techniques, explaining the process I have used.	Focus words: Atmosphere Complementary Contrasting Light effect Adjusting techniques Primary secondary tertiary

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 5 and 6 (B)	Autumn 1	Put that light out! What does this link to?	SCULPTURE To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.	Work in a safe, organised way, caring for equipment. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. Confidently carve a simple form. Solve problems as they occur. and found object art. Use language appropriate to skill and technique Famous artist (Ben Cummins) To give detailed observations about notable artists', artisans' and designers' work To offer facts about notable artists', artisans' and designers' lives. Possible Outcomes: To plan and design a sculpture of a Poppy- using paper and a range of materials- preferably not clay as this has been used in Year A Based on Ben Cummins work	I can choose materials to create my sculpture and have some knowledge of shape, form, model and construction. I can plan an idea for my sculpture I have developed skills in handling clay, cutting and adding detail I can produce simple patterns and textures in a malleable media	I can follow with a plan from briefing to completion using my knowledge of shape, form, model and construction, using my imagination. This includes the selection and process of materials and methods to ensure the project is completed I can use recycled, natural and man-made materials to create sculptures I can plan a sculpture through drawing and other preparatory work I have developed skills in using clay, cutting, relief details and fixing I can produce intricate patterns and textures in a malleable media I can work in different scales	I can follow with a plan from briefing to completion using my knowledge of shape, form, model and construction, using my imagination. This includes using a wide range of materials and methods. I can plan a 3D detailed sculpture through drawing and other preparatory work I have developed advanced skills in using clay, cutting, relief details and fixing I can produce intricate patterns and textures in a malleable media using a range of techniques for the detail I can use a range of scales in my final piece	Focus words: Construction Foundations Finishing Malleable Relief details Fixing

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 5 and 6 (B)	Autumn 2	Christmas	TEXTILES To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Experiment with a variety of techniques exploiting ideas from sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them. Use sketchbooks to collect and record visual information from different sources. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Use language appropriate to skill and technique. <i>Possible Outcomes:</i> <i>Christmas textiles using variety of skills.</i> <i>Wreaths?</i>	I can use my sketchbook to record ideas from different sources. I can adapt my work by adding in details and textile effects (weaving, printing, dying, sewing, batik etc) I can annotate my work in a sketch book I can experiment with different stitches to produce different patterns and texture I can experiment with both 2D and 3D	I can use my sketchbook to record ideas from different sources. I can adapt my work by adding in details and textile effects (weaving, printing, dying, sewing, batik etc) I can annotate my work in a sketch book I can use a variety of different stitches to produce different patterns and texture I can experiment and use both 2D and 3D in my final piece	I can use my sketchbook to record a wide range of ideas from different sources, commenting on what I can use in my own work I can adapt my work by adding in intricate details and textile effects (weaving, printing, dying, sewing, batik etc) I can annotate my work in a sketch book using detailed explanations I can use a wide range of different stitches to produce different patterns and texture I can work in both 2D and 3D, drawing accurate drawings to accompany my ideas	Focus words: Weaving Embellishment Adaptation Annotate technique
	Spring 1	'Ice Worlds'	DRAWING To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To develop their techniques, including their control and their use of materials, with creativity, experimentation	Draw for a sustained period of time over a number of sessions working on one piece. Develop their own style of drawing through: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media. Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.	I can use dry media to make different marks, lines, patterns and shapes within a drawing I can experiment with wet media I can use a few techniques for different purposes i.e., shading, hatching within their own work I can start to develop their own style	I can use a variety of dry media to make different marks, lines, patterns and shapes within a drawing I can experiment with wet media to make different marks, lines, patterns, textures and shapes (ink, watercolour) I can use different techniques for different purposes i.e., shading, hatching within their own work I can start to develop their own style using tonal contrast and mixed media I can begin to use simple perspective in their work using a single focal point and horizon I can begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background	I can use a wide range of dry media to make different marks, lines, patterns and shapes within a drawing I can successfully wet media to make different marks, lines, patterns, textures and shapes I can successfully use different techniques for different purposes i.e., shading, hatching within their own work I can start to develop their own style using tonal contrast and mixed media, explaining why I have chosen certain techniques I can use perspective in my work using a single focal point and horizon I can understand composition, scale and proportion in their paintings e.g. foreground, middle ground and background	Focus words: tonal contrast Proportion Foreground Middle ground Background Focal point

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas	Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their work <i>Possible Outcomes:</i> <i>Landscape drawings focusing on horizon of the Artic</i>				
Year 5 and 6 (B)	Spring 2	‘One Planet, One Chance’	PAINTING RESEARCH OF FAMOUS ARTIST Learn about great artists, architects and designers in history. PAINTING To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. .	Work in a independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook Famous artist (Andy Warhol) To give detailed observations about notable artists’, artisans’ and designers’ work To offer facts about notable artists’, artisans’ and designers’ lives. <i>Possible Outcomes:</i> <i>Andy Warhol inspired piece of art work focusing on repeated images of the</i>	<i>I can comment what I like about another person’s painting</i> I can carry out preliminary studies, mixed colours I want to use I can mix and match colours to different moods I am able to identify primary, secondary and contrasting colours and use this knowledge in my own work I am able to use a variety of paintbrushes	<i>I can develop a painting from a drawing or an idea</i> I can carry out preliminary studies, trying out different media and materials and mixing appropriate colours I can create imaginative work from a variety of sources I can mix and match colours to create atmosphere, emotional and light effects I am able to identify primary, secondary, tertiary, complementary and contrasting colours and use this knowledge in my own work I am able to choose suitable paintbrushes for working in a variety of media I am able to work for sustained periods of time. adding details and adjusting techniques as I work I am able to work with my mistakes and correct them using learnt techniques I am able to work on different surfaces and in different scales	I can develop a detailed painting from a drawing or an idea I can carry out preliminary studies, trying out a variety different media, materials and mixing appropriate colours. Comparing these to make a final decision. I can mix and match colours to create atmosphere, emotional and light effects. I can explain why I have used these in my work. I am able to identify and use a wide range of primary, secondary, tertiary, complementary and contrasting colours and use this knowledge in my own work I am able to choose suitable paintbrushes for working in a variety of media and use a range of brushes in my final piece. I am able to work for sustained periods of time- adding a range of details and adjusting techniques as I work I am able to work with my mistakes and correct them using learnt techniques, explaining the process I have used.	Focus words: Atmosphere Emotional effect Light effect Adjusting techniques Scaling Textural

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Art and Design Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
				<i>environment, showing contrasting colours</i>				
Year 5 and 6 (A)	Summer 1	'Extreme World'	DIGITAL ART To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	The children will demonstrate working artistically with different types of technology (camera, Ipad, laptop and software's.) They will continue to use tools within technology to manipulate and create pictures and text. Progressing from LKS2, children will begin to use graphics software and begin to manipulate real life with digital art. The children will create stop motion animation by planning carefully, producing and editing. <i>Possible Outcomes:</i> <i>To plan and design a stop motion video linking to the invasion of the Vikings. Using a video making software.</i>	I can use a digital camera to capture multiple images I can import images onto the software I can plan my story before producing and editing I can create a simple video through different images	I can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage I can import images onto a software system with ease. I can collaborate and use a video camera and editing software to pre-produce, film and edit a short sequence of narrative film I can create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting I can animate a simple sequence of drawings/photos to make a time-based presentation with sound I can manipulate images through tools on the software	I can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage I can import a variety of images onto a software system, from different devices I can collaborate and use a video camera and editing software to pre-produce, film and edit a short sequence of narrative film, ensuring the final product runs smoothly and fixing any technical errors I can animate a sequence of drawings/photos to make a time-based presentation with sound. Changing the background setting multiple times. I can manipulate images through tools on the software with ease	Focus Words: Software Sequence Narrative Manipulate Component
Year 5 and 6 (B)	Summer 2	'Staying Alive'	NO ART					