

Tall Oaks Academy Trust Progression Map for Art

AUTUMN TERM - Drawing		EFYS (across the year)	1	2	3	4	5	6	
National Curriculum / Early Learning Goals		<p>Fine Motor Skills:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation - for fluent writing – using the tripod grip in almost all cases; - Begin to show accuracy and care when drawing. <p>The Natural World:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants <p>Creating with Materials:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials 	<p>KS1 Subject Content</p> <ul style="list-style-type: none"> - 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, line and shape - about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines. 	<p>KS1 Subject Content</p> <ul style="list-style-type: none"> - 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, line, shape and space - about the work of a range of artists and making links to their own work. 	<p>KS2 Subject Content</p> <ul style="list-style-type: none"> - 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 [for example, pencil, charcoal] - about great artists. 	<p>KS2 Subject Content</p> <ul style="list-style-type: none"> - 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 [for example, pencil, charcoal] - about designers in history. 	<p>KS2 Subject Content</p> <ul style="list-style-type: none"> - 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 [for example, pencil, charcoal] - about great artists and architects 	<p>KS2 Subject Content</p> <ul style="list-style-type: none"> - 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 [for example, pencil, charcoal] - about great artists. 	
Curriculum Areas covered	Materials to use	Access to a variety of drawing materials	HB and 9B pencils	HB, 3B and 9B pencils	HB, 3B and 9B pencils Biro	HB, 3B, 6B and 9B pencils Chalk Biro Graphite pencils	2H ,HB, 3B, 6B and 9B pencils Biro Graphite pencils Chalk Coloured pencils	All grades of pencils. Biro Graphite pencils Chalk Coloured pencils Different pens Pencils	
	Content	Across EYFS	Line - Nativity	Landscapes	Portraits	Roman artwork	Perspective - buildings	World War 2 - Cubism.	
	Skill	Begin to hold a pencil properly, using a tripod grip in almost all cases. Begin to show accuracy and care when drawing.	Hold a pencil properly (using the tripod grip) so they can have the control to form deliberate marks (eg can draw a circle where the line meets)	Achieve different effects by altering the pressure applied when using a pencil	Use hatching and smudging techniques to create areas of light and dark	Show tone and texture by using cross-hatching and stippling (as well as previously learned skills)	Show tone and texture using scumbling as well as previously learned skills	Explain how different effects have been achieved with pencil to be able to recreate them	
	Sketching	Knowledge	I know that there are a range of drawing media. I know that different drawing media create different marks.	I know how to hold a pencil using a tripod grip. I know that different lines create different effects.	I know which pencils make darker marks and which make lighter marks. I know what pressure to apply to achieve darker or light marks.	I know what hatching and smudging techniques are and how to create areas of light and dark using them. I know which pencils out of HB, 3B and 9B give the lighter and darker tones. I know that a pen can be used for hatching but not for smudging. I know when to use different effects with different media.	I know what cross-hatching and stippling are. I know what tone and texture is. I know how to use a range of taught sketching techniques to create different tones and textures. I know the different effects that can be achieved from HB, 3B, 6B, 9B pencils, chalk and bios.	I know what scumbling is. I know what tone and texture and can explain how I've achieved different tones and textures using different media. I know that B pencils are softer and create darker marks and that H pencils are harder and created lighter marks. I know what perspective is and how to achieve it using different tones and	I know what smudging, hatching, cross-hatching, stippling and scumbling are and how to create each technique.
	Observation	Skill	Make observations to draw pictures of animals and plants, saying what they have drawn.	Draw the outlines of objects by identifying geometric shapes through careful observation of the shapes rather than what the object is. (E.g. I see a rectangle with a slanted rectangle on top. Instead of I'm drawing a house)	Draw the outlines of objects through careful observation of what can be seen and what is obscured. (E.g. I can see a rectangle and a circle but I can't see part of the rectangle as it is covered by the circle. Or, I can't see the hair under the face as it is blocked by the	Draw outlines more accurately by careful observation of lines. (e.g. I see a rectangle with curved corners and a rounded top)	Draw outlines and some details by careful observation of lines and shapes that make up the outline and the details of an object.	Observe perspective carefully to draw foreground, middle ground and back ground accurately taking note of relative sizes based on their distance from the observer.	Draw accurately by carefully observing outlines (lines, shapes, perspective), details (lines, shapes and patterns) and form (where does the light fall to create the illusion of 3 dimension)
	Skills / Knowledge	Knowledge	I know what I have drawn a picture of.	I can say what shapes I can see in a photograph or in objects in front of me.	I know that looking at shape and lines can help me recreate what I'm drawing rather than thinking about the object as a whole.	I know where the facial features are positioned on the face. I know what basic shapes the facial features are and use it help me recreate them.	I know the difference between outlines and details. I know that careful observation of lines and shapes in an image will help me draw it accurately.	I know what perspective is and the relative sizes of objects based on their distance from the observer.	I know the difference between outline, details and form.
	Sketchbooks	Skill	Talk about what they have drawn and the process they have used.	Label their learning and the materials used in their sketchbook.	Say what I like and don't like about my work in my sketchbook	Express feelings about work in their sketchbook and explain	Make notes to share feelings about parts of their learning & express preferences	Use their sketchbook to keep notes & express preferences then improve work using those notes	Explain the process they have gone through in their sketchbook referring to their notes & how they have adapted their techniques throughout
	Sketchbooks	Knowledge	I know how to record on paper to put in my special book. I know how I have created a piece of artwork	I know what materials I have used in my work.	I know what I like and don't like about my work in my sketchbook.	I know that my sketchbook is where I can express my feelings about my work.	I know that a sketchbook is where I can make notes to express my feelings about my learning and share my preferences.	I know that a sketchbook is to experiment and make improvements rather than create 'perfect' pieces.	I know that a sketchbook is to be referred back to help create a final piece, using what they have learnt through trials to adapt techniques in their final piece of work.
	Vocabulary		Pencil, Colour, Lines, Draw, Look, See, Shape, Artist, Artwork	Hard, Soft, Dark, Light, Pattern, Line, Shape, Detail, Sketchbook, Drawing, Sketching, Observe(ing), control, pencil, Artist	Shape, Shape names (such as rectangle, triangle, circle, square), Pencil, Dark, Light, Hard, Soft, pressure, tone Thick, Dark, Light, Observation, Line, Detail, Outline, Landscape, Drawing, Sketchbook, Obscured, Artist, Pattern, Media.	Sketching, Techniques, Hatching, Smudging, Light, Dark, Pencil, Chalk, Biro, Outline, Observe, Curved, Rounded, Shape and Shape names, Accurate, Feelings, Express, Sketchbook, Artwork, Artist, Style, Portrait, Facial Features.	Pencil, Chalk, Biro, Graphite, Tone, Texture, Sketching, Technique, Hatching, Smudging, Cross-Hatching, Stippling, Outline, Detail, Observation, Line, Shape, Notes, Feelings, Express, Preference, Artwork, Artist, Designer.	Pencil, Biro, Graphite, Chalk, Coloured pencils, Sketching, Technique, Tone, Texture, Hatching, Smudging, Cross-Hatching, Stippling, Scumbling, observe, Perspective, Middleground, Foreground, Background, accurate, relative size, Distance, Observe, Sketchbook, Notes, Express, Preference, Methods, Artist, Artwork, Designer.	Pencils, Biro, Graphite, Chalk, Coloured Pencil, pens, Pastels, Effect, Recreate, Sketching, Technique, Tone, Texture, Hatching, Smudging, Cross-Hatching, Stippling, Scumbling, Accurately, Observe, Line, Shape, Patterns, Form, Illusion, Dimension, Process, Sketchbook, Notes, Adapted, Artist Movement, Style, Analyse, Artwork, Designer.
	Artists	Skill	Look at artists work and talk about the shapes and colours they can see and use some of what they have seen in their own artwork	Talk about artists, craft makers and designers; who they are, examples of their work and what's the same/ different between different artwork	Create artwork inspired by the work of other artists.	Create artwork in the style of different artists.	Create artwork inspired by designers from throughout history.	Use the methods of other artists and architects to produce their own artwork.	Work in the style of a group of artists.
Artists	Knowledge	I know that artists exist all around us. I know how to use ideas from artists and cultures in my work and play.	I know the names of some artists and designers. I know that a designer is someone who draws and plans how to create something. I know some of the things that are the same and different about different pieces of artwork.	I know that people who live locally work as artists today (it's not just famous artists from the past)	I know that artists work in lots of different media and Simon Ross does pencil drawings. I know that some artists do commissions which means someone asks the artist to create a specific piece of art for them.	I know that people have been creating artwork for thousands of years. I know that the Romans made different forms of art including sculptures, frescos, buildings and mosaics. I know that being inspired by an artist / designer means that I use their ideas to produce my own work rather than copying it.	I know who Andy Warhol is. I know how a piece of Andy Warhol's artwork has been created. I know what methods Andy Warhol used. I know who Frank Lloyd Wright is and that he designed the Guggenheim museum in New York.	I know what an artist movement is. I know what cubism is and the style that defines this artist movement. I know who Pablo Picasso was, that he was a cubist artists and some of his most famous works. I know the basic methods / styles used to	

		Artist Studied	Artist based on children's interests	Orla Kiely Bridget Riley	Sally Kheng	Simon Ross	Roman artists and architects	Andy Warhol Architect Frank Lloyd Wright	Cubism - Pablo Picasso
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Assessed Skill

Tall Oaks Academy Trust Progression Map for Art

SPRING TERM - Painting		EYFS (across the year)	1	2	3	4	5	6		
National Curriculum / ELG		Fine Motor Skills - Use a range of small tools, including paint brushes. The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used.	KS1 Subject Content - 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, texture, shape, form and space - about the work of a range of artists, describing the differences and similarities between different practices and disciplines.	KS1 Subject Content - 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, texture, shape, form and space - about the work of a range of artists and making links to their own work.	KS2 Subject Content - 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 painting with a range of materials (for example paint) - about great artists.	KS2 Subject Content - 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 painting with a range of materials (for example paint) - about great artists.	KS2 Subject Content - 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 painting with a range of materials (for example paint) - about architects and designers in history.	KS2 Subject Content - 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 painting with a range of materials (for example paint) - about great artists.		
		Access to a range of painting media	Poster Paint	Poster Paint	Poster Paint Watercolours	Poster Paint Watercolours	Poster Paint Water colours Acrylics Watercolours	Poster Paint Water colours Acrylics Watercolours		
		Content	National Flower of the UK	Sunflowers	Rivers	Portraits	Watercolours	Expressionism		
Curriculum Areas covered		Colour Mixing	Skill	Experiment with different colours of paints to create new colours	Mix primary colours to make secondary colours	Choose warm and cold colours to appropriately represent certain subjects (eg. cold colours for a winter scene)	Mix colours beyond primary and secondary	Use colours to create depth (cooler colours in the background, warmer colours in the foreground)	Mix colours with black or white paint to lighten or darken the tint, enabling them to match a given colour	Apply knowledge of the use of colours in their own paintings, commenting on what colours they've chosen and why
			Knowledge	I know that each colour has a name. I know that colours can be changed when mixed together.	I know the 3 primary colours: red, blue and yellow. I know how to mix the secondary colours: Yellow + Blue = Green Yellow + Red = Orange Red + Blue = Purple	I know warm colours are yellows, oranges, reds, pinks. I know cold colours are greens, blues and purples.	I know how to mix colours such as brown, pink, turquoise, maroon.	I know that cooler colours recede and warmed colours protrude.	I know that adding black or white to a colour can change the tint.	I know the different effects that colours can have on a painting. I know that choosing specific colours can alter the effect of my art work.
Skills / Knowledge		Application of Paint	Skill	Control a paint tool and begin to use a tripod grip to hold it. Explore a range of tools to apply paint.	Hold a paint brush using a tripod grip at the brush end (like a pencil). Use a variety of tools, including brushes, natural and man-made objects to explore different thick and thin lines.	Choose appropriate brushes and tools for purpose. Move a paint brush in the direction of the bristles rather than against them.	Use the same brush to make a variety of marks (thick and thin) but varying the amounts of pressure or using different parts of the brush (e.g. tip and heel).	Choose appropriate paints and implements for purpose. Use brushes to blend colours on the page.	Use the appropriate amount of paint and water to achieve different effects (washes, details etc.)	Use appropriate tools, paint and techniques for larger blended areas of colour and more detailed sections by choosing the most appropriate tool, way of holding it and pressure applied; and the most appropriate paint, quantity and amount of water.
			Knowledge	I know that I hold a paint tool like a pencil. I know that there are a range of tools that I can use to apply paint.	I know that I hold a paint brush like a pencil. I know that I can apply paint with things other than brushes to achieve different types of lines.	I know that I can choose different brushes and tools to achieve different effects. I know that to protect a paintbrush I need to move it in the direction of the bristles rather than against them.	I know that by applying different amounts of pressure to a brush when applying paint will effect the thickness of the line: less pressure will give a thinner line and more pressure will give a thicker line.	I know that different brushes and implements are suited to different types of paint. I know that paint can be mixed in a palette or on the page.	I know that by adding different amounts of water to paints will give different effects. More water is used for washes and less water is used for details or thicker textures.	I know that I need to make decisions about the tool, type of paint about the amount of water I use to achieve different effects and for different parts of the same piece of work.
Vocabulary		Sketchbooks	Skill	Talk about what they have painted and the process they have used.	Label their learning and the materials used in their sketchbook.	Say what I like and don't like about my work in my sketchbook	Express feelings about work in their sketchbook and explain	Make notes to share feelings about parts of their learning & express preferences	Use their sketchbook to keep notes & express preferences then improve work using those notes	Explain the process they have gone through in their sketchbook referring to their notes & how they have adapted their techniques throughout
			Knowledge	I know how to record on paper to put in my special book. I know how I have created a piece of artwork.	I know what materials I have used in my work.	I know what I like and don't like about my work in my sketchbook.	I know that my sketchbook is where I can express my feelings about my work.	I know that a sketchbook is where I can make notes to express my feelings about my learning and share my preferences.	I know that a sketchbook is to experiment and make improvements rather than create 'perfect' pieces.	I know that a sketchbook is to be referred back to help create a final piece, using what they have learnt through trials to adapt techniques in their final piece of work.
Artists		Artist Studied	Skill	Look at artists work and talk about the shapes and colours they can see and use some of what they have seen in their own artwork.	Talk about artists; who they are, examples of their work and what's the same/ different between different artwork.	Create artwork inspired by the work of other artists.	Create artwork in the style of different artists.	Create artwork inspired by artists from throughout history.	Use the methods of other artists to produce their own artwork.	Know about artist movements and work in the style of a group of artists.
			Knowledge	I know that artists exist all around us. I know how to use ideas from artists and cultures in my work and play.	I know who Georgia O'Keefe is and that she painted flowers. I know some of the things that are the same and different between different pieces of artwork.	I know who Vincent Van Gogh is and I know some of his pieces of art work.	I know who Monet is and I know some of Monet's pieces of art work. I know that Monet was an impressionist and that his paintings give the impression of something rather than a realistic representation.	I know who Frida Kahlo is and some of her pieces of art work. I know why Frida Kahlo was an influential woman artist.	I know that anyone can be an artist. I know a number of different watercolour techniques including wet on wet, wet on dry, the use of salt and cling film. I know a route I could take if I want to become an artist when I'm older.	I know what an artist movement is. I know what expressionism is and the style that defines this artistic movement. I know who Franz Marc is and some of his pieces of art work / his style of working. I know the basic methods / styles used to
Assessed Skill			Artist based on children's interests	Georgia O'Keefe	Vincent Van Gogh	Monet	Frida Kahlo	Sarah Fitzpatrick	Expressionism - Franz Marc	

Tall Oaks Academy Trust Progression Map for Art

SUMMER TERM - Sculpture		EYFS (across the year)	1	2	3	4	5	6
National Curriculum / ELG		<p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors <p>Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function; - Share their creations, explaining the process they have used; 	<p>KS1 Subject Content</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using texture, shape and form - about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines. 	<p>KS1 Subject Content</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using texture, shape and form - about the work of a range of artist and making links to their own work. 	<p>KS2 Subject Content</p> <ul style="list-style-type: none"> - 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 sculpture with a range of materials [for example clay] - about designers in history. 	<p>KS2 Subject Content</p> <ul style="list-style-type: none"> - 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 sculpture with a range of materials [for example clay] - about designers in history. 	<p>KS2 Subject Content</p> <ul style="list-style-type: none"> - 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 sculpture with a range of materials [for example clay] - about great artists. 	<p>KS2 Subject Content</p> <ul style="list-style-type: none"> - 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 sculpture with a range of materials [for example clay] - about great artists and designers in history.
Materials to use		Access to range of malleable materials such as tin foil, tissue paper etc. Salt dough and Play dough Recycled, natural and man-made materials	Malleable materials such as tin foil, tissue paper etc. Play dough and clay	Tin foil Play dough and clay	Play dough and clay	Tin foil Play dough and clay Recycled, natural and man-made materials	Recycled, natural and man-made materials Papier Mache	Tin foil and tissue paper Clay Recycled, natural and man-made materials
Content		Across EYFS	Compass Direction sculptures	Mercer's Field Angel of the Nursing	Greek Pot tiles	Saxon brooches	The Solar System	Heart Sculptures
Malleable materials	Skill	Experiment with a range of malleable materials. I use scissors to cut malleable materials.	Make simple shapes (such as letter formations) by manipulating malleable materials	Use a pinching technique to manipulate malleable materials	Join malleable materials (e.g use cross-hatching for grip and then a smoothing technique to join clay)	Use carving, smoothing, holes and hollows to create aesthetic effects	Select appropriate tools (rolling pin, knives etc.) to create varied aesthetic effects	Apply previously taught skills and explain which techniques they have used and why.
	Knowledge	I know that I can change the shape of a malleable material. I know how to hold and use scissors safely.	I know how to roll and bend malleable materials into simple shapes.	I know how I can use my thumb and fingers to pinch and manipulate malleable materials.	I know to join malleable materials together I need to use a cross-hatching technique.	I know how to use carving and smoothing and how to create holes and hollows to create aesthetics effects.	I know the different effects I can achieve with different tools and choose them accordingly.	I know which tools and techniques to choose. I know why I have chosen a specific tool or technique.
Design	Skill	Explain what they are going to make. What materials they will use and what they want their finish piece to look like.	Draw simple designs or verbally explain a design. How will you use the given materials to make your sculpture?	Design simple sculptures considering what materials and equipment they will use from a given selection.	Design simple sculptures considering what materials, equipment and techniques they will use.	Design simple sculptures considering what materials, equipment and techniques they will use. Adapt sculptures based on evaluation whilst making.	Draw designs for a sculpture considering and explaining what materials and equipment they will use and the desired effect. Adapt designs based on trials.	Design sculptures considering and explaining materials, equipment, techniques, aesthetics and trials. Evaluate designs.
	Knowledge	I know what I am going to make and what I am going to use.	I know what a sculpture is. I know what a design is.	I know what materials and equipment I am going to use to make my sculpture from a given selection.	I know what materials, equipment and techniques I will use to make my sculpture.	I know what materials, equipment and techniques I will use to make my sculpture. I know what changes I have made based on my evaluation whilst making.	I know what materials and equipment I will use and why I have chosen those to achieve the desired effect. I know how the trials I've done have informed my design.	I know what materials, equipment and techniques I will use and why I have chosen those to achieve the desired effect. I know how the trials and evaluations I've done have informed my design.
Sketchbooks	Skill	Talk about what they have made and the process they have used.	Label their learning and the materials used in their sketchbook.	Say what I like and don't like about my work in my sketchbook	Express feelings about work in their sketchbook and explain	Make notes to share feelings about parts of their learning & express preferences	Use their sketchbook to keep notes & express preferences then improve work using those notes	Explain the process they have gone through in their sketchbook referring to their notes & how they have adapted their techniques throughout.
	Knowledge	I know how I have created a piece of artwork.	I know what materials I have used in my work.	I know what I like and don't like about my work in my sketchbook.	I know that my sketchbook is where I can express my feelings about my work.	I know that a sketchbook is where I can make notes to express my feelings about my learning and share my preferences.	I know that a sketchbook is to experiment and make improvements rather than create 'perfect' pieces.	I know that a sketchbook is to be referred back to help create a final piece, using what they have learnt through trials to adapt techniques in their final piece of work.
Vocabulary		Colour, Marks, Scissors, Cut, Materials, Smooth, Shiny, Rough, Prickly, Flat, Patterned, Jagged, Bumpy, Soft, Hard, Wet, Dry, Flaky, Artist, Shapes.	Malleable materials, Clay, Tin Foil, Shapes, Manipulate, Bend, Mould, Design, Sculpture, Sketchbook, Ideas, Imagination, Experiences.	Tin Foil, Playdough, Clay, Pinching, Technique, Malleable Materials, Manipulate, Mould, Shape, Sculptures, Materials, Equipment, Sketchbook, Ideas, Evaluate, Style.	Playdough, Clay, Join, Cross-Hatching, Smoothing, Technique, Manipulate, Malleable Materials, Mould, Shape, Sculptures, Materials, Equipment, Sketchbook, Ideas, Evaluate, Style, Express, Feelings, Style, Artist, Designer, Methods, Marks, Design, Accuracy.	Tin Foil, Playdough, Clay, Recycled, Man-Made, Natural, Join, Cross-Hatching, Smoothing, Carving, Holes, Hollows, Aesthetic, Effects, Technique, Manipulate, Malleable Materials, Mould, Shape, Sculptures, Materials, Equipment, Sketchbook, Evaluate, Express, Preference, Inspired, Designer, Methods, Adapt, Design, Style.	Recycled, Man-Made, Natural, Papier Mache, Join, Appropriate, Tools, Aesthetic, Effects, Technique, Manipulate, Malleable Materials, Shape, Sculptures, Materials, Equipment, Sketchbook, Evaluate, Express, Preference, Inspired, Designer, Methods, Adapt, Design, Style.	Tin Foil, Tissue Paper, Clay, Recycled, Man-Made, Natural, Join, Cross-Hatching, Smoothing, Carving, Holes, Hollows, Aesthetic, Effects, Technique, Manipulate, Malleable Materials, Mould, Shape, Sculptures, Materials, Equipment, Sketchbook, Evaluate, Express, Preference, Inspired, Artist, Designer, Methods, Replica, Design, Apply, Trial, Process, Notes, Adapt, Artist Movement, Style.
Artists	Skill	Look at artists work and talk about the shapes and colours they can see and use some of what they have seen in their own artwork. I know that artists exist all around us. I know how to use ideas from artists and cultures in my work and play.	Talk about artists, designers and craft makers; who they are, examples of their work and what's the same/ different between different artwork. I know who Yayoi Kusama is and that she creates artwork using dots. I know that there are different people who make different types of artwork from paintings, sculptures, drawings and craft.	Create artwork inspired by the work of other artists. I know who Antony Gormley is and I know some of his pieces of artwork.	Create artwork in the style of different artists. I know some of the designs and ways the Ancient Greeks decorated their pots.	Create artwork inspired by artists/designers from throughout history. I know some of the designs that the Saxons used to decorate their brooches.	Use the methods of other artists to produce their own artwork. I know who Andy Goldsworthy is and that he produces land art where the art is made directly in the landscape, sculpting the land itself. I know who Henry Moore is and that she makes art from waste. I know some of the methods that Andy Goldsworthy and Michelle Reader used to	Know about artist movements and work in the style of a group of artists. I know what the modernism movement is and how this relates to sculpture. I know who Henry Moore is and some of his pieces of artwork. I know the style of work created by modernist sculptors.
	Knowledge							
	Artist Studied	Artist based on children's interests	Yayoi Kusama	Antony Gormley	Ancient Greek Artists	Saxon Artists	Andy Goldsworthy Michelle Reader	Modernism - Henry Moore

Assessed Skill