



# Art Long Term Planning



'Achieve Excellence'

## What does it mean to get better at Art at William Stockton?

To get better at Art at William Stockton means to build on prior knowledge, gathering skills across drawing, painting and sculpture.

Developing an understanding of the intricacies of Art and gaining a broad knowledge of artists and from different paradigms: traditional, modern and contemporary. We plan for our children to have real life experiences and learn about Art in an active, reflective and creative way.

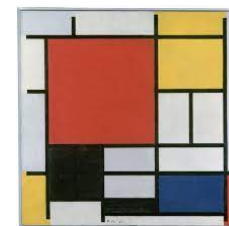
At the end of each unit, the children are encouraged to use the skills that they have learnt to create a final piece based on their own imagination or stimuli that is provided for them.

Practical - materials, techniques, formal elements

Disciplinary understanding of what is art. Subject content.

Theoretical - thinking about pieces of art work, how it came about, how it makes you feel

	Autumn	Spring	Summer
<b>Nursery</b>	<b>Artist: Matisse</b>	<b>Artist: Jackson Pollock</b>	<b>Artist: Mondrian</b>
Famous Artists:			



**END POINTS:**

**Drawing:**

Make curved lines and straight lines on different types of surfaces

Name mark making tools - pencil, pen, crayon ,chalk

Begin to close some lines to create a shape

**Painting:**

Know how to put on an apron.

Name painting tools - paintbrush, paint apron, water pot

Name colours red, blue, yellow

Experiment making print patterns with different objects eg cars, bricks, leaves, twigs, rollers ( inc large scale)

**3D Sculpture/Malleables:**

Name moulding tools - cutters, stamps, rolling pins

Manipulate dough to create 3D shapes

**Drawing:**

Create closed shapes e.g. Circles with continuous lines and begin to use these shapes to represent familiar objects.

**Painting:**

Create different effects with paint eg splat,, bubble, string.

Use large paintbrushes to paint paper on the floor

Talk about Jackson Pollock style painting - describe the colour and textures.

**3D Sculpture/Malleables:**

Explore different joining techniques - PVA, glue & masking tape.

Experiment with 3D junk modelling eg houses, vehicles

**Drawing:**

Draw with some detail representing a face with a circle and including details e.g. eyes, nose, mouth ( using a mirror)

Select and use different drawing materials and use with increasing control

**Painting:**

Match colours to objects in the environment




Explore colour and colour mixing




Talk about Mondrian style painting - describe the colours and lines.

**3D Sculpture/Malleables:**




Roll and sculpt shapes eg rolling, twisting, coiling

Make impressions in clay/ pastry

	Build models with construction toys		
Theoretical knowledge	<p>Talk about paintings - describe the colours and textures.</p> <p>Talk about different styles of art work - describe the colours and lines.</p>		
Reception	<p><b>Artist: Kandinsky</b></p> 	<p><b>Artist: Andy Goldsworthy</b></p> 	<p><b>Artist: Van Gogh</b></p> 
END POINTS:	<p><b>Drawing:</b> Hold and use drawing tools with increasing control to make marks - pens, chalk, crayon</p> <p>Make simple representations of familiar objects and people e.g. family using different enclosed shapes.</p> <p>Develop and practice closed lines using good control</p> <p>Develop and practice different line types: wavy, curved, straight, thick, thin</p> <p><b>Painting:</b> Independently access painting resources from continuous provision.</p> <p>Name and recognise primary colours</p> <p>Paint on an easel</p> <p>Select thick and thin brushes for a</p>	<p><b>Drawing:</b> Select coloured drawing tools for a purpose.</p> <p>Rehearse and refine using marks, lines and curves to create simple representations of familiar objects and people.</p> <p>Make simple drawings from observations eg self portrait,</p> <p><b>Painting:</b> Select colours for a purpose and begin to mix these colours eg orange, green and purple.</p> <p>Use a stencil to create printed artwork.</p> <p><b>3D Sculpture/Malleables:</b></p>	<p><b>Drawing:</b> Use mark making tools to make drawings that represent ideas or tell a story: Handa's journey, story map, lego model design</p> <p>Share their drawings, explaining the process used;</p> <p><b>Painting:</b> Experience the effect of watercolour paint.</p> <p>Look at and talk about their artwork (Ongoing)</p> <p><b>3D Sculpture/Malleables:</b> Make a paper mache model.</p>

	<p>purpose.</p> <p><b>3D Sculpture/Malleables:</b> Use modelling tools to shape and model materials eg clay, dough, pipe cleaners, tin foil</p> <p>Mould clay to create a Diwali diva lamp.</p>	<p>Sculpt, shape, twist and bend materials to make new 3D shapes.</p> <p>Attach and join materials using glue, tape, staples, paper fasteners.</p>	
<p><b>Theoretical knowledge</b></p>	<p>Close their eyes and describe what they remember, describe the colours and textures about a piece of artwork</p> <p>Close their eyes and describe what they remember, describe the colours and textures, build a story around the art</p> <p>Describe a picture created by an artist</p>		
<p><b>Year 1</b></p>	<p><b>Drawing</b> Formal elements: Line, shape, space Artist: Romero Britto (Contemporary)</p> 	<p><b>Painting</b> Formal elements: Texture, Movement, Colour Artist: Franz Marc (Contemporary)</p> 	<p><b>Sculptures</b> Shape form (Traditional) African Sculptures</p> 
<p><b>END POINTS:</b></p>	<p>Draw lines of different sizes and thickness</p> <p>Show pattern and texture by adding dots and lines and begin to shade</p> <p>Experiment with line - use a variety of</p>	<p>Name primary and secondary colours</p> <p>Explore mixing primary colours to make secondary colours.</p> <p>Use paint brushes with increasing</p>	<p>Know how to shape and model materials for a purpose (e.g. a mask) from observation and imagination.</p> <p>Explore using paper mache and dough</p> <p>Impress and apply simple decoration</p>



	<p>straight, wobbly, looped and zig zag lines.</p> <p>Experiment with different pencils, pens and crayons.</p> <p>Know that when you hold a pencil close to the tip, will increase control and detail</p> <p>Know that pencil marks can be lighter / darker depending on the pressure used to apply marks.</p>	<p>control</p> <p>Hold a paintbrush using a tripod grip</p>	<p>techniques, including painting.</p>
Theoretical knowledge	<p>Look at artworks from the artist and discuss the following questions:          What different lines has the artist used?          Look at artworks from the artist and discuss the following questions:          How does this artwork make you feel?          What do the colours remind you of?          Look at the sculptures: does the sculpture tell a story?          What could this story be? (Use your imagination)</p>		
Year 2	<p><b>Drawing</b>          Formal elements-          Line Shape Pattern Colour          Artist:-          Andy Warhol (contemporary)</p> 	<p><b>Painting</b>          Shape Tone, form, colour          Artist: Paul Klee (modern)</p> 	<p><b>Sculpture</b>          Shape, Form Space          Artist: Yayoi Kusama</p> 
END POINTS:	<p>Experiment with different materials (chalk pastels colour pencils) to draw lines.</p>	<p>Experiment and use thick and thin brushes to paint.</p> <p>Begin to understand the colour wheel</p>	<p>Investigate clay, pinching, rolling, twisting, scratching, coiling and smoothing.</p>

	<p>Hold the pencil further towards the end for loose sketching.</p> <p>Draw lines/marks from observations and lines that follow basic lines and outlines of shapes.</p> <p>Create and blend different tones and gradients by changing pressure. (light, mid, dark)</p> <p>Chooses a position of the pencil based on purpose.</p> <p>Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching.</p> <p>Know that a pencil must be used at an angle when applying different tones</p> <p>Know that directional shading is moving the pencil back and forth using the contour line</p>	<p>and colour spectrum and make clear choices of colour in their work linked to this.</p> <p>Add white to colours to make tints and black to colours to make tones</p> <p>To Talk about ideas through drawing marks, lines and shapes</p> <p>To use a paint brush stroke in one direction to make a smooth paint line</p> <p>Know how to hold a paintbrush to create smooth brush strokes</p> <p>Use a suitable brush to produce marks appropriate to work ec. Small brush, small marks.</p>	<p>Experiment adding texture using tools. E.g dots and lines</p> <p>Mould, form and shape materials to create a 3D form</p> <p>Shape and mould materials from observation and imagination.</p> <p>Be aware of how to use the tools safely</p>
<p><b>Theoretical knowledge</b></p>	<p>Discuss how they would describe this artwork to somebody who hasn't seen it</p> <p>Express thoughts and feelings about a piece of art</p> <p>Describe their first reaction to a piece of artwork</p> <p>Discuss whether their reactions change the more they look at it.</p> <p>To look at clay sculptures by well known artists</p> <p>Discuss how do they think a piece of art was made.</p>		
<p><b>Year 3</b> <b>Cycle 1</b></p>	<p><b>Drawing</b> Formal elements- shapes pattern movement Artists: Lowry</p>	<p><b>Painting</b> Formal elements: Colour, movement, tone, texture Artists: Monet</p>	<p><b>Sculpture</b> Formal elements: Shape, Space, form Artists: Antony Gormley</p>

END POINTS:



Choose different grades of pencil for different effects

Use hatching and cross hatching to show areas of dark and light and use pencil pressure to make a clear difference between (light, mid and dark) shades with blending.

Choose a variety of materials for different effects (pencil, charcoal, oil pastel)

Draw more refined lines and shapes in observational drawings to create a more accurate outcome.

Know that tone can create contrast in a drawing (difference between light and dark).

Know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.



Lines and shapes can be applied with increasing accuracy, showing control using appropriate painting medium.

Using directional brush strokes, their objects can begin to show form.

Use the colour wheel and colour spectrum to choose colours for effect: complimentary and contrasting

The application of tone shows a clear contrast between dark, mid and light.

Paint application on a surface shows a clear process that resembles that of the artist in study.

Know that when using a paintbrush at a shallow angle increases surface area.

Know that paint can be layered to add texture.

Chooses correct paint brush grip for purpose. E.g. holding the paintbrush with three -finger grip close to the tip to add detail.



Begin to show confidence in modelling forms and structures.




Begin to investigate carving.




Join two parts successfully.

Use pinch/ slab/ coil techniques.

Add texture to a piece of work.

Begin to show an awareness of object's perspective.

Theoretical knowledge	<p>Form questions such as: If you could interview the artist, what would you ask?  Describe what do you like/not like about the artist's style  Give titles to individual pieces of work explaining why  Final piece-Explain what would you do with this piece of art if you owned it?  Describe if you could change one thing about a piece of art, what would it be?  Explain how does the art makes you feel  Explain likes and dislikes about a piece of art</p>		
Year 3 Cycle 2	<p style="text-align: center;"><b>Drawing</b> Artists: Da Vinci</p> 	<p style="text-align: center;"><b>Painting</b> Artists: William Morris</p> 	<p style="text-align: center;"><b>Sculpture</b> Artists: Taro Chiezo/Sarah Gallagher Hayes</p> 
END POINTS:	<p>Choose different grades of pencil for different effects</p> <p>Use hatching and cross hatching to show areas of dark and light and use pencil pressure to make a clear difference between (light, mid and dark) shades with blending.</p> <p>Choose a variety of materials for different effects (pencil, charcoal, pastel)</p> <p>Draw more refined lines and shapes in observational drawings to create a more accurate outcome.</p>	<p>Lines and shapes can be applied with increasing accuracy, showing control using appropriate painting medium.</p> <p>Using directional brush strokes, their objects can begin to show form.</p> <p>Use the colour wheel and colour spectrum to choose colours for effect: complimentary and contrasting</p> <p>The application of tone shows a clear contrast between dark, mid and light.</p> <p>Paint application on a surface shows a clear process that resembles that of</p>	<p>Begin to show confidence in modelling forms and structures.</p> <p>Begin to investigate carving.</p> <p>Join two parts successfully.</p> <p>Use pinch/ slab/ coil techniques.</p> <p>Add texture to a piece of work.</p> <p>Begin to show an awareness of perspective.</p>

	<p>Know that tone can create contrast in a drawing (difference between light and dark).</p> <p>Know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.</p>	<p>the artist in study.</p> <p>Know that when using a paintbrush at a shallow angle increases surface area.</p> <p>Know that paint can be layered to add texture.</p> <p>Chooses correct paint brush grip for purpose. E.g. holding the paintbrush with three -finger grip close to the tip to add detail.</p>	
Theoretical knowledge	<p>Form questions such as: If you could interview the artist, what would you ask?  Describe what do you like/not like about the artist's style  Give titles to individual pieces of work explaining why  Explain what would you do with this piece of art if you owned it?  Describe if you could change one thing about a piece of art, what would it be?  Explain how does the art makes you feel  Explain likes and dislikes about a piece of art</p>		
<p><b>Year 4</b></p> <p><b>Cycle 1</b></p> <p><b>END POINTS:</b></p>	<p><b>Drawing</b></p> <p>Formal elements- shapes pattern movement  Artists: Lowry</p> 	<p><b>Painting</b></p> <p>Formal elements: Colour, movement, tone, texture  Artists: Monet</p> 	<p><b>Sculpture</b></p> <p>Formal elements: Shape, Space, form  Artists: Antony Gormley</p> 
	<p>Choose different grades of pencil for different effects</p>	<p>Lines and shapes can be applied with increasing accuracy, showing control</p>	<p>Begin to show confidence in modelling forms and structures.</p>

	<p>Use hatching and cross hatching to show areas of dark and light and use pencil pressure to make a clear difference between (light, mid and dark) shades with blending.</p> <p>Choose a variety of materials for different effects (pencil, charcoal, pastel)</p> <p>Draw more refined lines and shapes in observational drawings to create a more accurate outcome.</p> <p>Know that tone can create contrast in a drawing (difference between light and dark).</p> <p>Know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.</p>	<p>using appropriate painting medium.</p> <p>Using directional brush strokes, their objects can begin to show form.</p> <p>Use the colour wheel and colour spectrum to choose colours for effect: complimentary and contrasting</p> <p>The application of tone shows a clear contrast between dark, mid and light.</p> <p>Paint application on a surface shows a clear process that resembles that of the artist in study.</p> <p>Know that when using a paintbrush at a shallow angle increases surface area.</p> <p>Know that paint can be layered to add texture.</p> <p>Chooses correct paint brush grip for purpose. E.g. holding the paintbrush with three -finger grip close to the tip to add detail.</p>	<p>Begin to investigate carving.</p> <p>Join two parts successfully.</p> <p>Use pinch/ slab/ coil techniques.</p> <p>Add texture to a piece of work.</p> <p>Begin to show an awareness of object's perspective.</p>
Theoretical Knowledge	<p>Form questions such as: If you could interview the artist, what would you ask?</p> <p>Describe what do you like/not like about the artist's style</p> <p>Give titles to individual pieces of work explaining why</p> <p>Explain what would you do with this piece of art if you owned it?</p> <p>Describe if you could change one thing about a piece of art, what would it be?</p> <p>Explain how does the art makes you feel</p>		

Explain likes and dislikes about a piece of art

Year 4

Cycle 2

**Drawing**  
Artists: Da Vinci



**Painting**  
Artists: William Morris



**Sculpture**  
Artists: Taro Chiezo/Sarah Gallagher Hayes



END POINTS:

Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones.

Know that when drawing from observation, they must consistently look at the subject to check accurate shape, form, tone and proportion

Use different pressures to relieve a drawing of graphite to uncover lighter tones.

Use an eraser to expose lighter tones to show texture in an artwork.

Identify areas of shadow and light and blend tones accurately to create soft gradients.

Sketch a clear idea and have the work looking like the children imagine.

Knows which paint brush to choose for an effect.

Choose the correct paintbrush grip for purpose and outcome. E.g. If the artist's work seems more fluid then holding the paintbrush towards the end will help this style.

Paint objects that are sized appropriately in comparison to one another (distance)

Begin to create objects in the foreground that appear larger than those in the back and midground.

Follow the contours of a shape using directional brush strokes to show its form with consideration

Begin to explore texture in an artwork using different techniques such as layering, differing brush strokes or varying equipment such as a sponge

Make a slip to join to pieces of clay.

Choose from and use a range of decoration techniques

Begin to combine techniques to create finished pieces.

Produce more sophisticated models




Take a 2D drawing into a 3D form.




Adapt work as and when necessary and explain why.

Gain more confidence in carving as a form of 3D art.




Show awareness of the effects of time upon sculptures



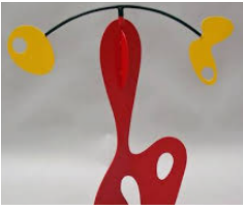


		<p>or palette knife.</p> <p>Know that painting can be done over a sustained period of time.</p>	
Theoretical knowledge	<p>Discuss the subject /theme of the piece</p> <p>Describe the artist's work.</p> <p>Explain that art takes many forms</p> <p>Describe an opinion about what makes some art/pieces/artists better than others</p> <p>Explain whether very old art is still worth looking at today.</p> <p>Describe how does the piece of art makes them feel</p> <p>Explain which of the artists pieces do like/dislike the most</p> <p>Discuss why an artist chose to use a particular medium</p>		
<p><b>Year 5</b></p> <p><b>Cycle 1 artists:</b></p>	<p><b>Drawing</b></p> <p>Formal elements: Shape Space Form Tone</p> <p>Artists- Lichtenstein/Warhol (modern)</p> 	<p><b>Painting</b></p> <p>Formal elements: colour pattern texture</p> <p>Van Gogh (traditional)</p> 	<p><b>Sculpture</b></p> <p>Formal elements: Shape, space, form</p> <p>Rodin (traditional)</p> 
<b>END POINTS:</b>	<p>Work to create a drawing with more intricate detail.</p> <p>Use a variety of shading techniques to demonstrate dark and light and to create texture (hatching, cross hatching, stippling etc)</p> <p>Use perspective to show distance - draw objects that are correctly sized in comparison to others within an artwork</p>	<p>Use a wide range of painting tools based on their properties, purpose , outcome.</p> <p>Paint an object from a viewpoint using knowledge of perspective.</p> <p>Use areas of light and shadow in a painting.</p> <p>Use tints and tones to enhance dark</p>	<p>Transform 2D designs into 3D models.</p> <p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Attempt to transform 2D designs into 3D models.</p> <p>Shape using a variety of moldable materials.</p>

	<p>more accurately</p> <p>Choose complementary materials/media to use together in one piece of work</p> <p>Know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter.</p> <p>Know that tone can affect the mood of an artwork. Dark = melancholy</p>	<p>and lighter areas of paint.</p> <p>Use directional brush strokes in a painting to enhance an effect</p> <p>Know that paint brushes can differ in appearance and purpose</p>	<p>Identify and choose different textures to add to a sculpture.</p> <p>Use a variety of materials linked to known artists.</p> <p>Know that free standing sculpture are three-dimensional objects unattached to any backdrop</p> <p>Combine a variety known techniques to create form</p> <p>Adapt work when necessary and explain why</p> <p>Design and make freestanding sculptures</p> <p>Interpret an object in a 3D form</p>
Theoretical Knowledge	<p>Identify elements of perspective in an artist's work.</p> <p>Can interpret a piece of art and compare the practice to other artists</p> <p>Identify the purpose of colour in artwork and link to colour families.</p> <p>Make connections between an artwork and their own work.</p>		
<p><b>Year 5</b></p> <p><b>Cycle 2 artists:</b></p>	<p><b>Drawing</b></p> <p>Formal elements: Shape Space Form Tone</p> <p>Artist- Edvard Munch</p> 	<p><b>Painting</b></p> <p>Formal elements: colour pattern texture</p> <p>Artist Georgia O' Keefe</p> 	<p><b>Sculpture</b></p> <p>Formal elements: Shape, space, form</p> <p>Artist: Joan Miró</p> 
END POINTS:	<p>Work to create a drawing with more intricate detail.</p>	<p>Use a wide range of painting tools based on their properties, purpose ,</p>	<p>Transform 2D designs into 3D models.</p>

	<p>Use a variety of shading techniques to demonstrate dark and light and to create texture (hatching, cross hatching, stippling etc)</p> <p>Use perspective to show distance - draw objects that are correctly sized in comparison to others within an artwork more accurately</p> <p>Choose complementary materials/media to use together in one piece of work</p> <p>Know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter.</p> <p>Know that tone can affect the mood of an artwork. Dark = melancholy</p>	<p>outcome.</p> <p>Paint an object from a viewpoint using tints, tones and shades.</p> <p>Use areas of light and shadow in a painting.</p> <p>Use tints and tones to enhance dark and lighter areas of paint.</p> <p>Use directional brush strokes in a painting to enhance an effect</p> <p>Know that paint brushes can differ in appearance and purpose</p> <p>Tints are made by adding white to a colour.</p> <p>Tones are made by adding grey to a colour.</p> <p>Shades are made by adding black to a colour.</p>	<p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Attempt to transform 2D designs into 3D models.</p> <p>Shape using a variety of moldable materials.</p> <p>Identify and choose different textures to add to a sculpture.</p> <p>Use a variety of materials linked to known artists.</p> <p>Know that free standing sculpture are three-dimensional objects unattached to any backdrop</p> <p>Show an awareness of objects having a third dimension</p> <p>Combine a variety known techniques to create form</p> <p>Adapt work when necessary and explain why</p> <p>Design and make freestanding sculptures</p>
Theoretical knowledge	<p>Identify elements of perspective in an artist's work.</p> <p>Can interpret a piece of art and compare the practice to other artists</p> <p>Identify the purpose of colour in artwork and link to colour families,</p> <p>Make connections between an artists' artwork and our own work.</p>		

Interpret an object in a 3D form			
<p><b>Year 6</b></p> <p><b>Cycle 1 artists:</b></p> <p><b>END POINTS:</b></p>	<p style="text-align: center;"><b>Drawing</b></p> <p>Formal elements: Shape Space Form Tone Artists- Lichtenstein/Warhol (modern)</p> 	<p style="text-align: center;"><b>Painting</b></p> <p>Formal elements: colour pattern texture Van Gogh (traditional)</p> 	<p style="text-align: center;"><b>Sculpture</b></p> <p>Formal elements: Shape, space, form Rodin (traditional)</p> 
	<p>Work to create a drawing with more detail.</p> <p>Use a variety of shading techniques to demonstrate dark and light and to create texture (hatching, cross hatching, stippling etc)</p> <p>Shapes and lines are refined accurately when appropriate to the artwork.</p> <p>Use a 1 point perspective to show distance - draw objects that are correctly sized in comparison to others within an artwork</p> <p>Use a vanishing point to show perspective.</p> <p>Use complementary materials/media provided in a piece of work</p> <p>Draw type or medium by their properties based on the purpose of the artwork. E.g. linked to a certain style or</p>	<p>Use a more expressive range of painting tools based on their properties, purpose, outcome.</p> <p>Paint an object from different viewpoints using knowledge of perspective.</p> <p>Clearly show areas of light and shadow in a painting by using tints and tones</p> <p>Use directional brush strokes with confidence to create form in a painting</p> <p>Instinctively make primary, secondary and tertiary colours to make different shades</p> <p>Know that paint brushes can differ in appearance and purpose and can reflect a certain style, movement or symbolic meaning</p>	<p>Shape and manipulate media.</p> <p>Decorate their 3D forms drawing on a range of different media</p> <p>Create work which is open to interpretation by the audience.</p> <p>Use a wide variety of materials linked to known artists.</p> <p>Use recycled, natural and manmade materials to create sculpture</p> <p>Transform 2 D designs into 3 D models.</p> <p>Adapt work when necessary and explain why</p> <p>Know that free standing sculptures are three-dimensional objects unattached to any backdrop</p> <p>Show an awareness of objects having a third dimension and perspective.</p>

	<p>movement.</p> <p>Know that a loose grip can suggest movement in an artwork.</p>		
Theoretical knowledge	<p>Identify elements of perspective in a range of artists' work.</p> <p>Can interpret the content and theme of a piece of art and compare the practice to other artists</p> <p>Identify the purpose of colour in artwork and link to colour families, properties and mood</p> <p>Make connections between a range of artwork and their own work.</p> <p>Interpret an object in a 3D form</p>		
Year 6 Cycle 2	<p><b>Drawing</b></p> <p>Formal Elements: Line, shape, space Artists: Munch</p> 	<p><b>Painting</b></p> <p>Formal Elements: Colour, pattern, texture Artists: Georgia O' Keefe</p> 	<p><b>Sculpture</b></p> <p>Formal Elements: Shape, space, form Artists: Joan Miró</p> 
END POINTS:	<p>Work to create a drawing with more detail.</p> <p>Use a variety of shading techniques to demonstrate dark and light and to create texture (hatching, cross hatching, stippling etc)</p> <p>Shapes and lines are refined accurately when appropriate to the artwork.</p> <p>Use a 1 point perspective to show distance - draw objects that are correctly sized in comparison to others</p>	<p>Use a more expressive range of painting tools based on their properties, purpose, outcome.</p> <p>Paint an object from different viewpoints using knowledge of perspective.</p> <p>Clearly show areas of light and shadow in a painting by using tints and tones</p> <p>Use directional brush strokes with confidence to create form in a painting</p> <p>Instinctively make primary, secondary</p>	<p>Shape and manipulate media.</p> <p>Decorate their 3D forms drawing on a range of different media</p> <p>Create work which is open to interpretation by the audience.</p> <p>Use a wide variety of materials linked to known artists.</p> <p>Use recycled, natural and manmade materials to create sculpture</p> <p>Transform 2 D designs into 3 D</p>

	<p>within an artwork</p> <p>Use a vanishing point to show perspective.</p> <p>Use complementary materials/media provided in a piece of work</p> <p>Draw type or medium by their properties based on the purpose of the artwork. E.g. linked to a certain style or movement.</p> <p>Know that a loose grip can suggest movement in an artwork.</p>	<p>and tertiary colours to make different shades</p> <p>Know that paint brushes can differ in appearance and purpose and can reflect a certain style, movement or symbolic meaning</p>	<p>models.</p> <p>Adapt work when necessary and explain why</p> <p>Know that free standing sculpture are three-dimensional objects unattached to any backdrop</p> <p>Show an awareness of objects having a third dimension and perspective.</p>
Theoretical knowledge	<p>Identify elements of perspective in a range of artists' work.</p> <p>Can interpret the content and theme of a piece of art and compare the practice to other artists</p> <p>Identify the purpose of colour in artwork and link to colour families, properties and mood</p> <p>Make connections between a range of artwork and their own work.</p> <p>Interpret an object in a 3D form</p>		