

*Manor Field Curriculum Intent: All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.*

## Art Curriculum Coverage

Year Group	Drawing	Painting	Printing	Textiles / Collage	3D form	Photography/Digital
Year 1	<p><b>1.End point: Pupils can record from first-hand evidence, experience and imagination</b></p> <p><b>2. End point: Pupils are able to use different drawing tools and techniques to represent observations, ideas and feelings</b></p> <p><b>3. End point: Recognise and review what they and others have done and describe their views on it</b></p> <p>- <b>Observe and select</b> ideas from first hand observation, experience and imagination (eg. themselves, experiences, stories, natural materials etc.)</p> <p>- <b>Describe</b> the starting points for their work, and develop their ideas.</p> <p>- <b>Compare and contrast</b> the work of artists, craftspeople and designers in different times and cultures.</p> <p>- <b>Use a variety of tools and techniques including the use of different brush sizes and</b></p>	<p><b>1.End point: Pupils can design and make images</b></p> <p><b>2. End point: Pupils are able to use different painting tools and techniques to represent observations, ideas and feelings</b></p> <p><b>3. End point: Recognise and review what they and others have done and describe their views on it</b></p> <p>- <b>Observe and select</b> ideas from first hand observation, experience and imagination.</p> <p>- <b>Describe</b> the starting points for their work, and develop their ideas.</p> <p>- <b>Compare and contrast</b> the work of artists, craftspeople and designers in different times and cultures.</p> <p>- <b>Use a variety of tools and techniques including the use of different brush sizes and</b></p>	<p><b>1.End point: Pupils can design and make images</b></p> <p><b>2. End point: Pupils are able to use different printing tools and techniques to represent observations, ideas and feelings</b></p> <p><b>3. End point: Recognise and review what they and others have done and describe their views on it</b></p> <p>- <b>Observe and select</b> ideas from first hand observation, experience and imagination.</p> <p>- <b>Describe</b> the starting points for their work, and develop their ideas.</p> <p>- <b>Compare and contrast</b> the work of artists, craftspeople and designers in different times and cultures.</p> <p>- <b>Make marks in print with a variety of objects, including natural and made objects.</b></p>	<p><b>1.End point: Pupils can use a range of materials and processes</b></p> <p><b>2. End point: Pupils can work independently and collaborate with others on 2D and 3D projects and on different scales</b></p> <p><b>3. End point:Recognise and review what they and others have done and describe their views on it</b></p> <p>- <b>Observe and select</b> ideas from first hand observation, experience and imagination.</p> <p>- <b>Describe</b> the starting points for their work, and develop their ideas.</p> <p>- <b>Compare and contrast</b> the work of artists, craftspeople and designers in different times and cultures.</p> <p>- <b>Use a variety of techniques, e.g. weaving, finger knitting, fabric</b></p>	<p><b>1.End point: Pupils can use a range of materials and processes</b></p> <p><b>2. End point: Pupils can work independently and collaborate with others on 2D and 3D projects and on different scales</b></p> <p><b>3. End point: Recognise and review what they and others have done and describe their views on it</b></p> <p>- <b>Observe and select</b> ideas from first hand observation, experience and imagination.</p> <p>- <b>Describe</b> the starting points for their work, and develop their ideas.</p> <p>- <b>Compare and contrast</b> the work of artists, craftspeople and designers in different times and cultures.</p> <p>- <b>Manipulate clay in a variety of ways, e.g. rolling, kneading</b></p>	<p><b>1.End point: Pupils can design and make images</b></p> <p><b>2. End point: Pupils can work independently and collaborate with others on 2D and 3D projects and on different scales</b></p> <p><b>3. End point: Recognise and review what they and others have done and describe their views on it</b></p> <p>- <b>Observe and select</b> ideas from first hand observation, experience and imagination.</p> <p>- <b>Describe</b> the starting points for their work, and develop their ideas.</p> <p>- <b>Compare and contrast</b> the work of artists, craftspeople and designers in different times and cultures.</p> <p>- <b>design and manipulate digital images for effect</b></p> <p>- <b>explore the use of different</b></p>

	<p>designers in different times and cultures.</p> <ul style="list-style-type: none"> <li>-Use a variety of tools, inc.pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>- Use a sketchbook to gather and collect artwork.</li> <li>- Begin to explore the use of line, shape and colour</li> </ul> <p>Aut 1 - Plot to Plate Sum1 - The Lion Inside Us All Key Artist - <a href="#">Henri Rousseau</a> Progression from EYFS Expressive Arts; mark-making</p>	<p>types.</p> <ul style="list-style-type: none"> <li>- Mix and match colours to artefacts and objects.</li> <li>- Work on different scales.</li> <li>- Mix secondary colours and shades using different types of paint.</li> <li>- Create different textures e.g. use of sawdust.</li> </ul> <p>Aut1 - Plot to Plate</p> <p>Progression from EYFS Expressive Arts; mark-making, painting</p>	<ul style="list-style-type: none"> <li>- Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>- Make rubbings.</li> <li>- Build a repeating pattern and recognise patterns in the environment.</li> </ul>	<p>crayons, sewing and needlecraft</p> <ul style="list-style-type: none"> <li>-Be able to thread a needle, cut, glue and trim material.</li> <li>- Create images from imagination, experience or observation.</li> <li>- Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue,magazines, crepe paper, etc</li> </ul> <p>Spr1 - Ruby's Worry</p> <p>Progression from EYFS Expressive Arts; mark-making, textiles</p>	<p>and shaping.</p> <ul style="list-style-type: none"> <li>- Explore sculpture with a range of malleable media, especially clay.</li> <li>- Experiment with, construct and join recycled, natural and man-made materials.</li> <li>- Explore shape and form.</li> </ul>	<p>digital and photographic techniques</p> <ul style="list-style-type: none"> <li>- frame and take photographs to represent ideas</li> <li>- edit photographs to represent ideas using appropriate software</li> </ul> <p>Aut1 - Big Brother, Little Bear</p> <p>Progression from EYFS Expressive Arts;</p>
<p>Year 2</p>	<p><b>1. End point: Pupils can ask and answer questions about starting points for their work</b></p> <p><b>2. End point: Pupils can design and make images and artefacts</b></p> <p><b>3. End point: Pupils can say what they may change or improve in the future</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Observe and select</a> ideas from first hand observation, experience and imagination.</li> <li>- <a href="#">Describe</a> starting points for their work <a href="#">and the processes</a> they have used. Develop their ideas.</li> <li>- <a href="#">Compare and contrast</a> the work of artists, craftspeople and designers in different times and cultures.</li> <li>- <a href="#">Recognise</a> what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>- <a href="#">Identify</a> what they might change in their current work or develop in their future work.</li> <li>-<a href="#">Describe</a> what went well and what could be better by annotating my work</li> </ul>	<p><b>1.End point: Pupils can ask and answer questions about starting points for their work</b></p> <p><b>2. End point: Pupils can design and make images and artefacts</b></p> <p><b>3. End point: Pupils can say what they may change or improve in the future</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Observe and select</a> ideas from first hand observation, experience and imagination.</li> <li>- <a href="#">Describe</a> starting points for their work <a href="#">and the processes</a> they have used. 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	<ul style="list-style-type: none"> <li>- Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>- Recognise the basic use of a sketchbook and work out ideas for drawings.</li> <li>- Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>- Experiment with the visual elements; line, shape, pattern and colour.</li> </ul> <p>Aut1 - Around the World in 40 Days Spr2 - There's room for everyone <a href="#">Progression from Year 1-</a></p>	<ul style="list-style-type: none"> <li>- Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>- Name different types of paint and their properties.</li> <li>- Work on a range of scales e.g. large brush on large paper etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li> <li>- Design patterns of increasing complexity and repetition.</li> <li>- Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>- Name the tools and materials they have used.</li> <li>- Develop skills in stitching, cutting and joining.</li> <li>- Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Join clay adequately and work reasonably independently.</li> <li>- Construct a simple clay base for extending and modelling other shapes.</li> <li>- Cut and join wood safely and effectively.</li> <li>- Make a simple papier mache object.</li> <li>- Plan, design and make models using a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>- explore the use of different digital and photographic techniques</li> <li>- frame and take photographs to represent ideas</li> <li>- edit photographs to represent ideas using appropriate software</li> </ul> <p>Spr1 - This is the Greatest Show (taught through computing) <b>Key Artist - Slinkachu</b> <a href="#">Progression from Year 1-</a></p>
Year 3	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b></p> <p><u>-Observe and summarise</u> ideas from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of starting points and select ideas to use in their work.</u></li> <li>- <u>Compare and contrast</u> the roles and purposes of artists,</li> </ul>	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b></p> <p><u>-Observe and summarise</u> ideas from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of starting points and select ideas to use in their work.</u></li> <li>- <u>Compare and contrast</u> the roles and purposes of artists, craftspeople and designers working in different times and</li> </ul>	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b></p> <p><u>-Observe and summarise</u> ideas from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of starting points and select ideas to use in their work.</u></li> <li>- <u>Compare and contrast</u> the roles and purposes of artists,</li> </ul>	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b></p> <p><u>-Observe and summarise</u> ideas from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of starting points and select ideas to use in their work.</u></li> <li>- <u>Compare and contrast</u> the roles and purposes of artists, craftspeople and designers</li> </ul>	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b></p> <p><u>-Observe and summarise</u> ideas from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of starting points and select ideas to use in their work.</u></li> <li>- <u>Compare and contrast</u> the</li> </ul>	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b></p> <p><u>-Observe and summarise</u> ideas from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of starting points and select ideas to use in their work.</u></li> <li>- <u>Compare and contrast</u> the</li> </ul>

	<p>craftspeople and designers working in different times and cultures.</p> <p><u>-Summarise</u> the ideas, methods and approaches in their own and others' work.</p> <p>- Adapt their work according to their views and describe how they might develop it further.</p> <p><u>-Describe</u> what went well and what could be better by annotating my work</p> <p>- Experiment with different grades of pencil and other implements.</p> <p>- Plan, refine and alter their drawings as necessary.</p> <p>- Use their sketchbook to collect and record visual information from different sources.</p> <p>- Draw for a sustained period of time at their own level.</p> <p>- Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Aut1 - Prehistoric Planet: Cave Painting</p>	<p>cultures.</p> <p><u>-Summarise</u> the ideas, methods and approaches in their own and others' work.</p> <p>- Adapt their work according to their views and describe how they might develop it further.</p> <p><u>-Describe</u> what went well and what could be better by annotating my work</p> <p>- Mix a variety of colours and know which primary colours make secondary colours, and then tertiary.</p> <p>- Use a developed colour vocabulary.</p> <p>- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>- Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Aut1 - Prehistoric Planet: Cave Painting</p>	<p>craftspeople and designers working in different times and cultures.</p> <p><u>-Summarise</u> the ideas, methods and approaches in their own and others' work.</p> <p>- Adapt their work according to their views and describe how they might develop it further.</p> <p><u>-Describe</u> what went well and what could be better by annotating my work</p> <p>- Print using a variety of materials, objects and techniques including Layering.</p> <p>- Talk about the processes used to produce a simple print.</p> <p>- to explore pattern and shape, creating designs for printing.</p> <p>Spr1 - Flower Power: flower/plant prints Key Artist - Gerturde Jekyll, Georgia O'Keefe</p>	<p>working in different times and cultures</p> <p><u>-Summarise</u> the ideas, methods and approaches in their own and others' work.</p> <p>- Adapt their work according to their views and describe how they might develop it further.</p> <p><u>-Describe</u> what went well and what could be better by annotating my work</p> <p>- Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>- Name the tools and materials they have used.</p> <p>- Develop skills in stitching, cutting and joining.</p> <p>- Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Aut2 -Rocking Underground: Weaving</p>	<p>roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><u>-Summarise</u> the ideas, methods and approaches in their own and others' work.</p> <p>- Adapt their work according to their views and describe how they might develop it further.</p> <p><u>-Describe</u> what went well and what could be better by annotating my work</p> <p>- Join clay adequately and work reasonably independently.</p> <p>- Construct a simple clay base for extending and modelling other shapes.</p> <p>- Cut and join wood safely and effectively.</p> <p>- Make a simple papier mache object.</p> <p>- Plan, design and make models using a range of materials.</p> <p>Sum1 - Mysterious Mayans: clay sculptures</p>	<p>roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><u>-Summarise</u> the ideas, methods and approaches in their own and others' work.</p> <p>- Adapt their work according to their views and describe how they might develop it further.</p> <p><u>-Describe</u> what went well and what could be better by annotating my work</p> <p>- design and manipulate digital images for effect</p> <p>- explore the use of different digital and photographic techniques</p> <p>- frame and take photographs to represent ideas</p> <p>- edit photographs to represent ideas using appropriate software.</p>
Year 4	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b> <u>Observe and summarise</u> ideas from first hand observation,</p>	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b> <u>Observe and summarise</u> ideas from first hand observation, experience and imagination, and explore ideas for</p>	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b> <u>Observe and summarise</u> ideas from first hand observation,</p>	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b> <u>Observe and summarise</u> ideas from first hand observation, experience and</p>	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b> <u>Observe and summarise</u> ideas</p>	<p><b>1. End point: Pupils can record from experience and imagination and collect visual and other information to develop ideas, including using a sketchbook.</b></p> <p><b>2. End point: Pupils can apply and develop the use of tools and techniques, including drawing to design and make images and artefacts.</b></p> <p><b>3. End point: Pupils can adapt work in response to their feelings and views about it and the work of others.</b> <u>Observe and summarise</u> ideas</p>

	<p>experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of</u> starting points and select ideas to use in their work.</li> <li>- <u>Compare and contrast</u> the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><u>Summarise</u> the ideas, methods and approaches in their own and others' work.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> <li>-<u>Describe</u> what went well and what could be better by annotating my work</li> </ul> <ul style="list-style-type: none"> <li>- Make informed choices in drawing inc. paper and media.</li> <li>- Alter and refine drawings and describe changes using art vocabulary.</li> <li>- Collect images and information independently in a sketchbook.</li> <li>- Use research to inspire drawings from memory and imagination.</li> <li>- Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul> <p>Aut1- Gutbusters Key Artist - Arcimboldo</p> <p>Sum2 - Tombraders</p>	<p>different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of</u> starting points and select ideas to use in their work.</li> <li>- <u>Compare and contrast</u> the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><u>Summarise</u> the ideas, methods and approaches in their own and others' work.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> <li>-<u>Describe</u> what went well and what could be better by annotating my work</li> </ul> <ul style="list-style-type: none"> <li>- Make and match colours with increasing accuracy.</li> <li>- Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>- Choose paints and implements appropriately.</li> <li>- Plan and create different effects and textures with paint according to what they need for the task.</li> <li>- Show increasing independence and creativity with the painting process.</li> </ul> <p>Sum1 - Rolling Rivers</p> <p>Key artist - Monet</p>	<p>experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of</u> starting points and select ideas to use in their work.</li> <li>- <u>Compare and contrast</u> the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><u>Summarise</u> the ideas, methods and approaches in their own and others' work.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> <li>-<u>Describe</u> what went well and what could be better by annotating my work</li> </ul> <ul style="list-style-type: none"> <li>- Research, create and refine a print using a variety of techniques.</li> <li>- Select broadly the kinds of material to print with in order to get the effect they want</li> <li>- Resist printing including marbling, silkscreen and coldwater paste</li> </ul>	<p>imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of</u> starting points and select ideas to use in their work.</li> <li>- <u>Compare and contrast</u> the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><u>Summarise</u> the ideas, methods and approaches in their own and others' work.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> <li>-<u>Describe</u> what went well and what could be better by annotating my work</li> </ul> <ul style="list-style-type: none"> <li>- Match the tool to the material.</li> <li>- Choose collage or textiles as a means of extending work already achieved.</li> <li>- Refine and alter ideas and explain choices using an art vocabulary.</li> <li>- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>- Experiment with paste resist.</li> </ul> <p>Spring1 - Empire Explorers (Mosaic)</p>	<p>from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of</u> starting points and select ideas to use in their work.</li> <li>- <u>Compare and contrast</u> the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><u>Summarise</u> the ideas, methods and approaches in their own and others' work.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> <li>-<u>Describe</u> what went well and what could be better by annotating my work</li> </ul> <ul style="list-style-type: none"> <li>- Make informed choices about the 3D technique chosen.</li> <li>- Show an understanding of shape, space and form.</li> <li>- Plan, design, make and adapt models.</li> <li>- Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>- Use a variety of materials.</li> </ul>	<p>from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>- Through observation, <u>demonstrate understanding of</u> starting points and select ideas to use in their work.</li> <li>- <u>Compare and contrast</u> the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><u>Summarise</u> the ideas, methods and approaches in their own and others' work.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> <li>-<u>Describe</u> what went well and what could be better by annotating my work</li> </ul> <ul style="list-style-type: none"> <li>- design and manipulate digital images for effect</li> <li>- explore the use of different digital and photographic techniques</li> <li>- frame and take photographs to represent ideas</li> <li>- edit photographs to represent ideas using appropriate software</li> </ul>
Year 5	<p><b>1. End point: Pupils can question and make thoughtful observations about starting points for work.</b></p> <p><b>2. End point: Pupils can combine visual and tactile qualities and match them to the purpose of their work.</b></p>	<p><b>1. End point: Pupils can question and make thoughtful observations about starting points for work.</b></p> <p><b>2. End point: Pupils can combine visual and tactile qualities and match them to the purpose of their work.</b></p>	<p><b>1. End point: Pupils can question and make thoughtful observations about starting points for work.</b></p> <p><b>2. End point: Pupils can combine visual and tactile qualities and match them to the purpose of their work.</b></p>	<p><b>1. End point: Pupils can question and make thoughtful observations about starting points for work.</b></p> <p><b>2. End point: Pupils can combine visual and tactile qualities and match them to the purpose of their work.</b></p>	<p><b>1. End point: Pupils can question and make thoughtful observations about starting points for work.</b></p> <p><b>2. End point: Pupils can combine visual and tactile qualities and match them to the purpose of their work.</b></p>	<p><b>1. End point: Pupils can question and make thoughtful observations about starting points for work.</b></p> <p><b>2. End point: Pupils can combine visual and tactile qualities and match them to the purpose of their work.</b></p>



	<p><b>2. End point: Pupils can combine visual and tactile qualities and match them to the purpose of their work.</b></p> <p><b>3. End point: Pupils can compare methods and ideas used in their own and others' work and adapt their work in response.</b></p> <p><u>Critique ideas</u> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>- <u>Reach informed conclusions</u> about starting points and select ideas and <u>processes to use</u> in their work.</p> <p>- <u>Compare and contrast</u> the purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>- <u>Evaluate</u> the ideas, methods and approaches in their own and others' work.</p> <p>- Adapt their work according to their views and describe how they might develop it further.</p> <p>- <u>Make reasoned judgements</u> about what went well and what could be better by annotating my work</p> <p>- Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>- Identify artists who have worked in a similar way to their own work.</p> <p>- Develop ideas using different or mixed media, using a sketchbook.</p> <p>- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>	<p><b>2. 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End point: Pupils can compare methods and ideas used in their own and others' work and adapt their work in response.</b></p> <p><u>Critique ideas</u> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>- <u>Reach informed conclusions</u> about starting points and select ideas and <u>processes to use</u> in their work.</p> <p>- <u>Compare and contrast</u> the purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>- <u>Evaluate</u> the ideas, methods and approaches in their own and others' work.</p> <p>- Adapt their work according to their views and describe how they might develop it further.</p> <p>- <u>Make reasoned judgements</u> about what went well and what could be better by annotating my work.</p> <p>- Awareness of the potential of the uses of material.</p> <p>- Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>- To evaluate and critique their work to adapt, extend and justify their work.</p>	<p><b>2. 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End point: Pupils can combine visual and tactile qualities and match them to the purpose of their work.</b></p> <p><b>3. End point: Pupils can compare methods and ideas used in their own and others' work and adapt their work in response.</b></p> <p><u>Critique ideas</u> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>- <u>Reach informed conclusions</u> about starting points and select ideas and <u>processes to use</u> in their work.</p> <p>- <u>Compare and contrast</u> the purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>- <u>Evaluate</u> the ideas, methods and approaches in their own and others' work.</p> <p>- Adapt their work according to their views and describe how they might develop it further.</p> <p>- <u>Make reasoned judgements</u> about what went well and what could be better by annotating my work.</p> <p>- Design and manipulate digital images for effect</p> <p>- explore the use of different digital and photographic techniques</p> <p>- frame and take photographs to represent ideas</p> <p>- edit photographs to represent ideas using appropriate software</p>
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	Spr2 - When the Mountains Roared	Sum2 - Kensuke's Kingdom				
	Sum2 - Kensuke's Kingdom					

Ends