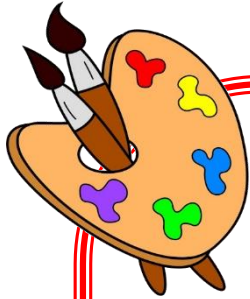




# St Lawrence's Progression in Art Knowledge and Skills



## What is Art?

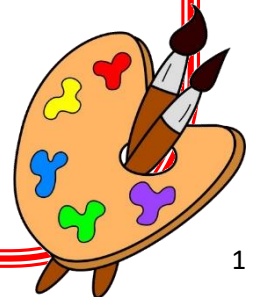
Art is generally understood as any activity or product done by people with a communicative or aesthetic purpose – something that expresses an idea, an emotion or, more generally, a world view.

### Our Aims

- To inspire, engage and challenge children's creativity
- To spark our children's imagination
- To develop their talents as creative individuals
- To help them understand that art is a form of communication
- To develop an appreciation of the work of different artists from different backgrounds and cultures
- To develop the correct techniques and understand that it takes practise and perseverance

### We will do this through

- Progression from Early Years through to Year 6
- Engaging lessons that builds upon prior knowledge
- Develop our own skills and knowledge to help the children develop
- To draw on the expertise of artists and experiences of others
- To ensure that the children have the resources that they need



	Nursery		
	Drawing	Painting	Sculpture
Skills and Knowledge	<p><b>Emerging lines:</b> mark make with different media, begin to enclose shapes The children need to begin to use shapes to represent real objects</p>	<p><b>Emerging Colour:</b> use colours to show real objects</p>	<p><b>Emerging creativity:</b> combine objects to create new ones, combine materials using simple joining and combining techniques</p>
	<p>I know if I press my pencil on paper it will make a mark I know if I move my pencil along paper it can make shapes I know a square I know a circle I know a rectangle</p>	<p>I know the colour red I know the colour yellow I know the colour blue I know I can use the colour blue for water I know I can use the colour yellow for the sun I know I can use the colour red for ....</p>	<p>I know glue sticks paper together I know sellotape sticks boxes together</p>
Vocab	<p>Names of materials used - pencil, crayon, paintbrush, chalk, paper, paint, coloured pencil, whiteboard pen. Names of colours – red, yellow, green, blue, orange, pink, purple, black Names of shapes – square, circle, triangle, rectangle Positional words – in, on through, under</p>		
Websites	<p><a href="https://handsonaswegrow.com/a-big-big-art-collection/">https://handsonaswegrow.com/a-big-big-art-collection/</a> <a href="https://babbledabledo.com/20-preschool-art-projects/">https://babbledabledo.com/20-preschool-art-projects/</a></p>		
Assessment	<p>Can children draw recognisable images that represent real images?</p>	<p>Can children use and handle equipment appropriately? Can the children talk about the colours they have used and why they have used them?</p>	<p>Can children join materials together and explain the finished sculpture?</p>

Reception			
	Drawing	Painting	Sculpture
Skills and Knowledge	<p><b>Exploring lines:</b> straight, curved, zig-zag</p> <p>Use of different mark making tools including pencils, charcoal, chalk, paint</p> <p><b>Exploring shapes:</b> draw basic 2D shapes that are closed - triangle, circle, square, rectangle</p>	<p><b>Exploring colour:</b> mix colours to make new colours, mix paint with different materials to change the texture</p>	<p><b>Emerging construction:</b> to construct new creations from different materials, including clay</p> <p><b>Emerging carving:</b> to carve new creations using different materials including clay</p>
	<p>I know how to hold a pencil</p> <p>I know I can change the line I make</p> <p>I know chalk smudges</p> <p>I know charcoal is black</p> <p>I know a triangle has 3 straight sides</p> <p>I know a circle has 1 curved side</p> <p>I know a square has 4 straight sides</p> <p>I know a rectangle has 2 long straight sides and 2 short straight sides.</p>	<p>I know red, yellow and blue are primary colours</p> <p>I know red and yellow makes orange</p> <p>I know yellow and blue makes green</p> <p>I know blue and red makes purple</p> <p>I know to use a small amount of water with powder paints</p> <p>I know that if I add in more water the paint is runny.</p>	<p>I know if I press hard I can make a mark in clay</p> <p>I know I can draw lines, dots and patterns in clay</p>
Vocab	<p>Names of lines – straight, curved, zig-zag</p> <p>Names of materials used including pencil, crayon, paintbrush, chalk, paint, charcoal</p> <p>Names of colours: primary colours, red, yellow, blue, secondary colours, green, purple, orange</p> <p>Sculpture – clay, push, squeeze, roll, ball, carve, line, straight, curve</p> <p>Names of shapes: triangle, circle, square, rectangle, straight, curved, corner</p>		
Websites	<p><a href="https://www.firstdiscoverers.co.uk/early-years-painting-activities-ideas/">https://www.firstdiscoverers.co.uk/early-years-painting-activities-ideas/</a></p> <p><a href="https://www.teachingcave.com/the-arts/foundation/art/">https://www.teachingcave.com/the-arts/foundation/art/</a> - this is a subscription based website</p> <p><a href="https://www.pinterest.co.uk/lucycoe1/reception-colourshape/">https://www.pinterest.co.uk/lucycoe1/reception-colourshape/</a></p>		
Assessment	<p>Can children recognise and draw common 2D shapes with accuracy and complete?</p> <p>Can they draw real life images with more detail eg including eyes, noses etc</p>	<p>Can children identify the new colour they have created and how it was created?</p> <p>Can they name primary and secondary colours?</p> <p>Can they hold a paint brush and apply paint to a surface?</p>	<p>Can children use different materials to make a sculpture?</p> <p>Can they use tools appropriately to carve?</p>


Year 1			
	Drawing	Painting	Sculpture
Skills and Knowledge	<p><b>Developing lines:</b> lines of different thickness, pressing hard and light to get different tones, drawing continuous lines</p> <p><b>Developing shapes:</b> round the corners of basic shapes, join two shapes together</p>	<p><b>Developing colour:</b> mix primary colour to create secondary colours</p> <p><b>Exploring technique:</b> different brush strokes eg dabbing, smooth strokes, stroke length</p>	<p><b>Developing construction:</b> use a variety of techniques to join materials together</p> <p><b>Developing carving:</b> use the correct implements to carve shapes and patterns in different materials</p>
Artist	<p>Picasso – one line drawings</p> <p>Matisse – use of shapes to create images</p>		
Vocab	<p>Line, thick, thin, direction, sketch, hard, light, pattern, scribble</p> <p>Brush strokes, smooth, dabbing,</p> <p>Join, combine, attach, carve, construct</p>		
Websites	<p><a href="https://elumina.me/blog/the-fearless-one-line-picasso-drawings/">https://elumina.me/blog/the-fearless-one-line-picasso-drawings/</a></p> <p><a href="http://www.pablocassio.net/drawings/">http://www.pablocassio.net/drawings/</a></p> <p><a href="https://medium.com/@michellegemmeke/the-art-of-one-line-drawings-8cd8fd5a5af7">https://medium.com/@michellegemmeke/the-art-of-one-line-drawings-8cd8fd5a5af7</a></p> <p><a href="https://www.moma.org/interactives/exhibitions/2014/matisse/the-cut-outs.html">https://www.moma.org/interactives/exhibitions/2014/matisse/the-cut-outs.html</a></p> <p><a href="https://www.weinerelementary.org/matisse-and-shape.html">https://www.weinerelementary.org/matisse-and-shape.html</a></p>		
Assessment	<p>Can they join shapes together to create a new shape, including recognisable shapes?</p> <p>Can they show different tones in their lines?</p>	<p>Can they consciously mix colour to create new ones?</p> <p>Can they apply an appropriate technique to show a texture?</p>	<p>Can children join materials together effectively?</p> <p>Can children carve recognisable patterns and shapes using the correct implements?</p>

Year 2			
	Drawing	Painting	Sculpture
Skills and Knowledge	<p><b>Developing lines:</b> lines of different thickness, route and materials chosen specifically for a purpose and an understanding of position</p> <p><b>Developing shapes:</b> drawing 2D and 3D shapes including rounding or changing them to create a different shape</p> <p><b>Beginning tone:</b> recognise where something is light and dark and explore how this might be achieved</p>	<p><b>Developing colour:</b> mixing different shades of the same colour using water, begin to use black and white to create different tones</p> <p><b>Developing technique:</b> use of different implements to apply paint, practising strokes using different thickness of brushes and combining these in one image</p>	<p><b>Developing construction:</b> combine natural materials to construct</p> <p><b>Developing carving:</b> carve shapes in to soap and use different implements to create texture</p>
Artist	<p>Klee – buildings and use of shape</p> <p>Rasheed Araeen – sculptures and use of shapes</p> <p>Dali – changing known shapes to create more surreal images</p> <p>Clementine Hunter – use of colour</p>		
Vocab	<p>Route, direction, horizontal, vertical, diagonal, flowing</p> <p>2D, 3D, cube, cuboid, pyramid, cone, geometric</p> <p>Shadow, shade, light, dark</p> <p>Monotone, pigment, primary colour, secondary colour, abstract</p>		
Websites	<p><a href="https://www.pinterest.co.uk/warrenarttchrs/paul-klee-buildings/">https://www.pinterest.co.uk/warrenarttchrs/paul-klee-buildings/</a></p> <p><a href="https://www.artsy.net/article/artsy-editorial-what-you-need-to-know-about-paul-klee">https://www.artsy.net/article/artsy-editorial-what-you-need-to-know-about-paul-klee</a></p> <p><a href="https://artsintegration.com/2017/06/01/creating-colorful-klee-castles/">https://artsintegration.com/2017/06/01/creating-colorful-klee-castles/</a></p> <p><a href="https://www.tate.org.uk/art/artists/rasheed-araeen-2364">https://www.tate.org.uk/art/artists/rasheed-araeen-2364</a></p> <p><a href="https://baltic.art/whats-on/exhibitions/rasheed-araeen">https://baltic.art/whats-on/exhibitions/rasheed-araeen</a></p> <p><a href="https://www.artimage.org.uk/artists/a/rasheed-araeen/">https://www.artimage.org.uk/artists/a/rasheed-araeen/</a></p> <p><a href="https://artsycraftsymom.com/salvador-dali-art-projects-for-kids/">https://artsycraftsymom.com/salvador-dali-art-projects-for-kids/</a></p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-salvador-dali">https://www.tate.org.uk/kids/explore/who-is/who-salvador-dali</a></p> <p><a href="https://www.coolkidfacts.com/salvador-dali/">https://www.coolkidfacts.com/salvador-dali/</a></p> <p><a href="https://artsandculture.google.com/theme/the-inspiring-story-of-clementine-hunter/5gLiLE-PhSKCJQ?hl=en">https://artsandculture.google.com/theme/the-inspiring-story-of-clementine-hunter/5gLiLE-PhSKCJQ?hl=en</a></p> <p><a href="https://nmwa.org/art/artists/clementine-hunter/">https://nmwa.org/art/artists/clementine-hunter/</a></p>		
Assessment	<p>Can children show different shades using pencil or charcoal?</p> <p>Can children adapt their shapes to create new ones including recognisable images?</p> <p>Can children show where it might be light and in shade?</p>	<p>Can children show different shades of the same colour?</p> <p>Can they show where it might be light and in shade?</p> <p>Can children use the appropriate technique for their painting</p>	<p>Can children choose materials to make a natural sculpture that has a purpose eg to stand, to be of a certain height, to decorate...</p> <p>Can children create different textures using different implements</p>

Year 3			
	Drawing	Painting	Sculpture
Skills and Knowledge	<p><b>Developing lines:</b> choose and use the correct line and thickness to draw different features and details in observational drawings</p> <p><b>Developing shapes:</b> use different shapes to create different images that are accurate</p> <p><b>Developing tone:</b> begin to use shading to show where light and dark hit an object</p> <p><b>Exploring texture:</b> practising technique of pointillism to show shades</p>	<p><b>Confident colour:</b> use of black and white to create different tones to show shade and light, understand and apply warm and cool tones</p> <p><b>Developing technique:</b> consider the techniques of known artists, explore dry brushing, stippling and splattering</p>	<p><b>Developing construction:</b> manipulate clay to construct a sculpture using joining techniques</p> <p><b>Developing carving:</b> use clay to carve patterns and designs</p> <p><b>Developing sculpture:</b> create own sculpture using carving and construction techniques</p>
Artist	<p>Da Vinci – animal drawings, recognising shapes that they have been made up of</p> <p>Seurat – pointillism and use of shapes</p> <p>Picasso - revisit to include sculptures</p>		
Vocab	<p>Contour, texture, bumpy, uneven, smooth, soft, cross hatching, fine</p> <p>Hue, warm, cold, dark, pale, contrast, tone, opaque</p> <p>Features, details, rounded, curved, irregular, regular, human, body, form</p>		
Websites	<p><a href="https://www.discoveringdavinci.com/drawing/animals">https://www.discoveringdavinci.com/drawing/animals</a></p> <p><a href="https://www.theschoolrun.com/homework-help/leonardo-da-vinci">https://www.theschoolrun.com/homework-help/leonardo-da-vinci</a></p> <p><a href="U:\Curriculum\Resources\Art\Historys-Greatest-Hits-All-About-Leonardo-Da-Vinci.pdf">U:\Curriculum\Resources\Art\Historys-Greatest-Hits-All-About-Leonardo-Da-Vinci.pdf</a></p> <p><a href="https://www.ducksters.com/biography/leonardo_da_vinci.php">https://www.ducksters.com/biography/leonardo_da_vinci.php</a></p> <p><a href="https://www.pinterest.co.uk/jnmadani/seurat-for-kids/">https://www.pinterest.co.uk/jnmadani/seurat-for-kids/</a></p> <p><a href="https://www.ducksters.com/biography/artists/georges_seurat.php">https://www.ducksters.com/biography/artists/georges_seurat.php</a></p> <p><a href="https://www.easypeasyandfun.com/georges-seurat-pointillism-art-lesson-for-kids/">https://www.easypeasyandfun.com/georges-seurat-pointillism-art-lesson-for-kids/</a></p> <p><a href="https://www.moma.org/calendar/exhibitions/1505">https://www.moma.org/calendar/exhibitions/1505</a></p> <p><a href="https://www.sculpturenature.com/en/picasso-sculptures/">https://www.sculpturenature.com/en/picasso-sculptures/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zwyr87h">https://www.bbc.co.uk/bitesize/clips/zwyr87h</a></p>		

<b>Assessment</b>	<p>Can they draw an animal, including humans, which are recognisable and show where there is shadow?          Can they draw the features of animals including humans in the right places?</p>	<p>Can they use different techniques to show where there is shade?          Can they use colour accurately?          Do their brush strokes show texture?</p>	<p>Can children create a sculpture out of clay that combines construction and carving techniques?</p>
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**Textiles - sewing**

	<p>Threading needles          Tying a stitch on and off           Basic running stitch          Blanket stitch          Back Stitch          Use of larger needles and material – binka, felt</p> <p>Can the children design and create an object that includes the basic stiches that has a purpose?</p>
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Year 4			
	Drawing	Painting	Sculpture
Skills and Knowledge	<p><b>Confident lines:</b> accurate representation of real life images from observations and imagination</p> <p><b>Confident shapes:</b> begin to show movement in drawings including muscles and changing skeleton shape</p> <p><b>Confident tone:</b> use different techniques to show shadow: hatching, pointillism</p> <p><b>Developing texture:</b> use different techniques to show texture of materials including cross hatching, stippling, pointillism</p>	<p><b>Confident colour:</b> use learned techniques to change the tone to show shade and light and mood; explore mono printing choosing colours to create a desired effect (complementary, opposing)</p> <p><b>Confident techniques:</b> practise known techniques to create different effects and represent different textures, introduce oil paints and understand the effect they create using different implements</p>	<p><b>Developing sculpture:</b> use Modroc/papier mache to create a simple, recognisable sculpture eg animals, plant and include carving and construction techniques where appropriate</p>
Artist	<p>Vermeer – portraits showing shadow and light</p> <p>Van Gogh – use of shapes and shade</p> <p>Uzo Egonu – use of different shapes and cultural links to African artwork</p>		
Vocab	<p>Vivid, dramatic, vibrant, subtle, delicate, neutral, Still life, balance, distant, near, foreground, background, space</p> <p>Pointillism, stippling, complementary, opposing</p> <p>Figure, mould, sculpt</p>		
Websites	<p><a href="https://artsandculture.google.com/theme/painting-light-vermeer-s-technique-transformed-reality/uwKSJnG3nXaoJQ?hl=en">https://artsandculture.google.com/theme/painting-light-vermeer-s-technique-transformed-reality/uwKSJnG3nXaoJQ?hl=en</a></p> <p><a href="https://www.nga.gov/content/dam/ngaweb/Education/learning-resources/an-eye-for-art/AnEyeForArt-JohannesVermeer.pdf">https://www.nga.gov/content/dam/ngaweb/Education/learning-resources/an-eye-for-art/AnEyeForArt-JohannesVermeer.pdf</a></p> <p><a href="https://www.bbc.co.uk/programmes/articles/3KZf02Ryz8hs2VKC72CdRPJ/northern-light-how-vermeer-illuminated-the-domestic">https://www.bbc.co.uk/programmes/articles/3KZf02Ryz8hs2VKC72CdRPJ/northern-light-how-vermeer-illuminated-the-domestic</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z8fgkqt">https://www.bbc.co.uk/bitesize/clips/z8fgkqt</a></p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh">https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh</a></p> <p><a href="https://www.ducksters.com/biography/artists/vincent_van_gogh.php">https://www.ducksters.com/biography/artists/vincent_van_gogh.php</a></p> <p><a href="https://www.tate.org.uk/art/artists/uzo-egonu-17942">https://www.tate.org.uk/art/artists/uzo-egonu-17942</a></p> <p><a href="http://www.artnet.com/artists/uzo-egonu/">http://www.artnet.com/artists/uzo-egonu/</a></p>		
Assessment	<p>Can they draw a still life that is accurate to the original?</p> <p>Can they show accurate representation of light and shade?</p> <p>Can they show accurate representation of the texture of objects</p>	<p>Can they choose colours to compliment or contrast?</p> <p>Can they use oil paints to create their own painting using a chosen technique?</p>	<p>Can children design and make a recognisable sculpture that has identifiable carving or construction techniques?</p>



## Textiles – sewing



As Year 3

Join different fabrics to a piece of material using chosen sewing technique

Add a button to a piece of fabric

Use finer needles and material – cotton


Use of fabric paints and dye upon materials

Can the children design and upcycle an item of old clothing, considering the fabric they have, the fabric they will need and which sewing technique this will involve and include a button? Can they explain their choices?

Year 5			
	Drawing	Painting	Sculpture
Skills and Knowledge	<p><b>Confident lines:</b> show perspective in drawings and horizon lines to begin to show the scale of objects in relation to each other</p> <p><b>Confident shapes:</b> confidently show movement in drawings of real and imagined images</p> <p><b>Confident tone:</b> use different techniques to show shadow: hatching, pointillism, blending, etc</p> <p><b>Confident texture:</b> choosing the right technique for the intended purpose</p>	<p><b>Expert colour:</b> confidently mix and apply colours to show tones, shade and texture and mood</p> <p><b>Confident techniques:</b> practise known techniques and apply confidently, continue to explore oil paints and introduce water colours</p>	<p><b>Confident sculpture:</b> manipulate wire to construct a sculpture that may include other materials and represents a real or imagined form; use carving and construction techniques where appropriate</p>
Artist	<p>Lowry – use of perspective in paintings, movement of people</p> <p>Turner – use of light and colour</p> <p>Ruth Asawa – different forms</p>		
Vocab	<p>Perspective, scale, atmospheric, vanishing point</p> <p>Lowlights, highlights</p> <p>By this stage children should be able to confidently use the correct terminology</p>		
Websites	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-1s-lowrys-britain-at-play/zvkskmn">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-1s-lowrys-britain-at-play/zvkskmn</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z3gkq6f">https://www.bbc.co.uk/bitesize/clips/z3gkq6f</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zvq6sbk">https://www.bbc.co.uk/bitesize/clips/zvq6sbk</a></p> <p><a href="U:\Curriculum\Resources\Art\Art-Lesson-Presentation-Matchstick-Figures.pdf">U:\Curriculum\Resources\Art\Art-Lesson-Presentation-Matchstick-Figures.pdf</a></p> <p><a href="http://users.skynet.be/lotus/art/turner0-en.htm">http://users.skynet.be/lotus/art/turner0-en.htm</a></p> <p><a href="https://www.ducksters.com/biography/artists/jmw_turner.php">https://www.ducksters.com/biography/artists/jmw_turner.php</a></p> <p><a href="https://ruthasawa.com/">https://ruthasawa.com/</a></p> <p><a href="https://www.davidzwirner.com/artists/ruth-asawa">https://www.davidzwirner.com/artists/ruth-asawa</a></p> <p><a href="https://clickitupanotch.com/photography-for-kids/">https://clickitupanotch.com/photography-for-kids/</a></p> <p><a href="https://digital-photography-school.com/13-lessons-to-teach-your-child-about-digital-photography/">https://digital-photography-school.com/13-lessons-to-teach-your-child-about-digital-photography/</a></p>		

<b>Assessment</b>	<p>Can they show animals, including humans, moving?</p> <p>Can they recreate real life images in detail showing perspective and an understanding of texture and tone?</p> <p>Can they identify where the focal point is?</p>	<p>Do their paintings show confidence when mixing colours to show shadow, light and texture?</p> <p>Can they apply oil paints effectively to create their own painting?</p> <p>Can they apply water colours effectively to create their own painting?</p> <p>Can they compare the images of oil and water paintings including their own?</p>	<p>Can children create a sculpture that has been designed for a purpose?</p> <p>Can the children comment on what they have done and achieved?</p>
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## Photography

	<p>Name parts of a camera – lens, viewfinder, aperture, body, shutter release, flash or equivalent on phone or ipad</p> <p>Understand how to handle a camera</p> <p>Understand rule of three</p> <p>Understand where the light is</p> <p>Decide on a focal point</p> <p>Download an image</p> <p>Edit, crop and resize image – theirs and others</p> <p>Can the children take a photograph, manipulate it and print for a given purpose eg as an image for a card?</p>
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Year 6			
	Drawing	Painting	Sculpture
Skills and Knowledge	<p><b>Expert line and shape:</b> choosing correct shape and changing where appropriate to create their own still life images and including perspective to show position of objects, show fine detail when drawing real and imagined images in order to convey emotions or atmosphere</p> <p><b>Expert tone and texture:</b> confidently use tone to show shade, light and movement and to use the appropriate techniques to show the texture of real and imagined images</p>	<p><b>Expert colour:</b> confidently mix and apply colours to create realistic images; compare with absence of colour eg pen and ink images explaining the visual impact that each image has</p> <p><b>Expert technique:</b> to choose the right paint medium for a specific purpose; introduce spray paints as a medium</p>	<p><b>Expert construction:</b> combine materials to create a sculpture for a specific purpose</p>
Artist	<p>Nixiwaka Yawanawá – rainforest artist – use of colour and shapes</p> <p>Banksy – comparative social commentary</p> <p>Anthony Gormley – messages behind the sculptures</p> <p>A photographer linked to the message that the class wishes to portray</p>		
Vocab	<p>Rule of three, edit, resize, crop, focal point, line of vision</p> <p>By this stage children should be able to confidently use the correct terminology</p>		
Websites	<p><a href="https://www.survivalinternational.org/articles/3314-interview-with-joel-yawanawa">https://www.survivalinternational.org/articles/3314-interview-with-joel-yawanawa</a></p> <p><a href="https://johndyergallery.com/collections/nixiwaka-yawanawa">https://johndyergallery.com/collections/nixiwaka-yawanawa</a></p> <p><a href="https://www.jacksonsart.com/blog/2018/11/30/spirit-of-the-rainforest-travelling-to-the-amazon-in-2019/">https://www.jacksonsart.com/blog/2018/11/30/spirit-of-the-rainforest-travelling-to-the-amazon-in-2019/</a></p> <p><a href="https://school-learningzone.co.uk/key_stage_two/ks2_art_and_design/banksy/banksy.html">https://school-learningzone.co.uk/key_stage_two/ks2_art_and_design/banksy/banksy.html</a></p> <p><a href="https://www.bbc.co.uk/newsround/46632542">https://www.bbc.co.uk/newsround/46632542</a></p> <p><a href="https://www.antonygormley.com/sculpture/chronology">https://www.antonygormley.com/sculpture/chronology</a></p> <p><a href="https://royal-academy-production-asset.s3.amazonaws.com/uploads/903912e9-0805-49f4-9b71-d6e86f6842cf/AG%20Primary.pdf">https://royal-academy-production-asset.s3.amazonaws.com/uploads/903912e9-0805-49f4-9b71-d6e86f6842cf/AG%20Primary.pdf</a></p> <p><a href="https://www.bbc.co.uk/programmes/p01153mn">https://www.bbc.co.uk/programmes/p01153mn</a></p> <p><a href="https://www.canva.com/learn/7-ways-achieve-beautiful-bokeh-effect-photos-stunning-examples/">https://www.canva.com/learn/7-ways-achieve-beautiful-bokeh-effect-photos-stunning-examples/</a></p> <p><a href="https://www.adobe.com/uk/creativecloud/photography/discover/bokeh-effect.html">https://www.adobe.com/uk/creativecloud/photography/discover/bokeh-effect.html</a></p> <p><a href="https://www.creativelive.com/photography-guides/creating-bokeh-backgrounds">https://www.creativelive.com/photography-guides/creating-bokeh-backgrounds</a></p>		

<b>Assessment</b>	<p>Can they use show emotion in their pictures that the viewer can understand?</p> <p>Can they draw realistic images using learned techniques?</p>	<p>Can they use colour to convey mood, emotion, movement and shadow?</p> <p>Can they compare the use of spray paints with other medium?</p> <p>Can they tell a story/message through their paintings</p>	<p>Can children create a sculpture that has been designed for a purpose?</p> <p>Can the children comment on what they have done and achieved?</p> <p>Can children explain the materials that they have used?</p>
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## Photography

	<p>As year 5</p> <p>Recolour part or all of an image, including black and white</p> <p>Use bokeh effects to create a different image</p> <p>Manipulate part or all of an image – theirs and others</p> <p>Add elements, including imported images or materials on to, the photograph</p> <p>Constructively analyse images and improve where needed</p> <p>Can the children create images that will combine to make a gallery or to create a whole class image that tells a story or a message to others?</p>
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## Sketch books across KS2

- Examples, including, thumbnails of the what the finished piece is based on eg paintings from artists, sculptures
- Examples of the techniques that they are practising
- Examples of the real images that they would like to create eg photographs of dogs if they want to draw a dog
- Sketches of part of the finished composition
- Annotations using the vocabulary that they are learning
- Examples of the use of different materials and mediums
- Artist research – who they were, where they were from etc
- Commentary of the artists' work and some analysis