



# Ball Green Primary School

## Drawing

## Art and Design

Artist Study	EYFS	Year 1	Year 2 Artist – Van Gough Ink Drawings	Year 3	Year 4 Artist – Escher Perspective Drawings	Year 5	Year 6 Artist – WanJin Gim Hatched layers of colour
<b>Skills</b>	<p>To hold a pencil correctly.</p> <p>Begin to use and control a variety of media/tools such as scissors, pencils, paint brush, paints, chalks, paper, card.</p> <p>Draw on different surfaces not just paper, e.g. in sand, or chalk on the playground surface.</p> <p>To create simple lines and shapes and give meaning to the marks they make.</p> <p>Explore different patterns and textures.</p> <p>To choose colours for a purpose e.g. blue for the sky, green for grass.</p> <p>Draw accurate drawings of people including/representing various features.</p>	<p>Experiment with a variety of media/tools such as pencils, crayons, pastels, felt tips, charcoal.</p> <p>Show more control over colour choices and with the types of marks made with the range of media.</p> <p>Name, match and draw lines and shapes from observations including different thicknesses, using a wide range of media, through still life drawing/self portraits.</p> <p>Investigate textures by describing, naming, rubbing and copying.</p> <p>Communicate something about themselves in their drawing.</p> <p>Begin to investigate tone by using a pencil to draw light/dark lines.</p> <p>To colour (own drawings) neatly following the lines drawn using pencils and crayons.</p> <p><b>Use artbook to record/practise techniques</b></p>	<p>Control the types of marks made with a variety of media.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Continue to investigate textures and produce an expanding range of patterns. Explore the drawing technique of such blending.</p> <p>Name, match and draw lines and shapes from observations including different thicknesses, using a wide range of media.</p> <p>Draw for a sustained period of time from images and real objects including single and grouped objects. (observational drawing).</p> <p><b>Use artbook to record/practise techniques, adding notes</b></p>	<p>Draw for a sustained period of time.</p> <p>Develop intricate patterns and marks with a variety of media charcoal, pencil, wax crayons, pastels adding surface details to drawings.</p> <p>Use different grades of pencil shade to show different tones, lines, marks and shape.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Improve the drawing technique of blending and begin to use hatching and cross-hatching.</p> <p>Explore shading to show light and shadow.</p> <p>Use drawing techniques to work from a variety of sources: real, images and observation.</p> <p><b>Use artbook to record/practise techniques, adding notes and thoughts likes/dislikes</b></p>	<p>Develop techniques to create intricate patterns, marks and lines using a growing range of media.</p> <p>Use these techniques to develop texture and tone.</p> <p>Continue to use drawing techniques of hatching, blending and shading as well as being introduced scumbling.</p> <p>Organise line, tone, shape and colour to represent figures and objects in movement.</p> <p>To explore drawings featuring the third dimension and the use of perspective.</p> <p>Use drawing techniques to work from a variety of sources: real, images and observation.</p> <p><b>Artbook is beginning to show individual choices made by the owner. Sketches/techniques are annotated.</b></p>	<p>Use learnt techniques to work in a sustained and independent way.</p> <p>Develop a key element of their work: line, tone, pattern and texture, introducing the technique of stippling.</p> <p>Use these different techniques to create mood and feeling.</p> <p>Develop further simple perspective by using a focal point and horizon thinking also about proportion.</p> <p>Use drawing techniques to work from a variety of sources: observation, photographs and digital images.</p> <p>Explain why they have chosen specific media to draw with.</p> <p><b>Artbook contains evidence of progression of skill and independent choices in relation to media and techniques.</b></p>	<p>Draw for a sustained period of time over a number of sessions working on one piece, showing their own style of drawing.</p> <p>Use different techniques for different purposes i.e. shading, hatching, blending within their own work, demonstrating an understanding of what works well.</p> <p>To continue to develop further simple perspective.</p> <p>Demonstrate an awareness of composition, scale and proportion.</p> <p>Explain why they have combined different media to create their drawings.</p> <p><b>Artbook is unique to each owner. Containing evidence of skills practised, annotations and a wide range of media choices.</b></p>
<b>New Vocabulary</b>	<p>Drawing</p> <p>Pencil</p> <p>Colour</p> <p>Paper</p> <p>Lines</p>	<p>Line</p> <p>Contour</p> <p>Pressure</p> <p>Shape</p> <p>Straight Line</p> <p>Wavy Line</p> <p>Pattern</p>	<p>Smudge</p> <p>Blending</p> <p>Line</p> <p>Sketch</p> <p>Light/Dark</p> <p>Annotate</p> <p>Media</p>	<p>Three dimensional</p> <p>Shadow</p> <p>Shading</p> <p>Techniques</p> <p>Sketch</p> <p>Tone</p> <p>Hatching</p> <p>Cross-Hatching</p>	<p>Figure</p> <p>Form</p> <p>Perspective</p> <p>Variation in line</p> <p>Scumbling</p>	<p>Mood</p> <p>Feeling</p> <p>Focal point</p> <p>Horizon</p> <p>Proportion</p> <p>Stippling</p>	<p>Composition</p> <p>Scale</p> <p>Proportion</p> <p>Refine</p> <p>Alter</p>

**Every child. Every chance. Every day.**

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



# Ball Green Primary School

## Painting

# Art and Design

Artist Study	EYFS	Year 1 Artist - Mondrian Shapes and Patterns	Year 2	Year 3 Artist – Kandinsky Light and Dark abstract	Year 4	Year 5 Artist – L.S. Lowry Drawing to painting	Year 6
<b>Skills</b>	<p>Use a variety of tools including sponges, fingers and different size brushes.</p> <p>Explore what happens when colours are mixed.</p> <p>Recognise and name the primary colours.</p> <p>Use particular colours for a purpose e.g. skin colour, grass, sky.</p> <p>Paint flat and upright.</p> <p>Work with paint on different surfaces and in different ways, e.g. coloured paper, different sized or shaped paper.</p>	<p>Explore with a variety of tools, different brush sizes, hands, rollers. Choose to use thick and thin brushes as appropriate, practising a range of <a href="#">brush strokes</a>.</p> <p>Begin to control the types of marks made.</p> <p>Name the primary and secondary colours.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Use different types of paint e.g. powder, acrylic, water as well as ready mixed.</p> <p>Create textured paint by adding sand, sawdust etc.</p> <p>Begin to reproduce the correct colours of objects.</p> <p><b>Use of artbook is not essential; artwork can be produced on varieties of paper and sizes</b></p>	<p>Continue to control the types of marks made with a range of painting techniques: layering, mixing and adding texture.</p> <p>Mix paint to create all the secondary colours and explain the outcomes.</p> <p>Begin to mix colour tint (white) and shade (black).</p> <p>Use different types of paint e.g. powder, acrylic, water as well as ready mixed.</p> <p>Reproduce the correct colours of objects with increasing accuracy and confidence.</p> <p>Experiment with cool and warm colours.</p> <p>Work with different scales relating the size of one object to another.</p> <p><b>Use of artbook is not essential; artwork can be produced on varieties of paper and sizes</b></p>	<p>Increased control with the types of marks made.</p> <p>Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects.</p> <p>Use a range of brushes to create different effects e.g. thin brushes for small pictures.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, tints and shades with increasing confidence.</p> <p>Know where each of the primary and secondary colours sits on the colour wheel and use more specific colour language.</p> <p>Apply colour techniques e.g. dotting, dropping or splattering.</p> <p>Demonstrate confidence of scale and proportion.</p> <p><b>Use artbook to record/practise techniques, adding notes and thoughts likes/dislikes artwork can be produced in or out of books.</b></p>	<p>Confidently control types of marks made.</p> <p>Experiment with different effects and textures, including those learnt previously.</p> <p>Begin to choose appropriate media to work with from those available.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Create all the colours they need through mixing. Mix colour, tints and shades with increasing confidence.</p> <p>Explore colour to effect mood, complementary and contrasting colours. linking to cool and warm tones.</p> <p>Demonstrate increased confidence in specific colour language.</p> <p>Develop a painting from a drawing they have created.</p> <p>Work confidently with scale and proportion and talk about the choices they have made.</p> <p><b>Some work should be produced in artbook, including self-evaluations of techniques/skills used.</b></p>	<p>Confidently control the types of marks made.</p> <p>Experiment with different effects and textures. Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Mix and match colours to create atmosphere and mood effects.</p> <p>Mix colour, tints and shades with confidence.</p> <p>Start to develop a painting from a drawing.</p> <p>Demonstrate their own developing style using mixed media.</p> <p>Experiment with scale and proportion.</p> <p>Develop a painting from a lightly sketched drawing they have made.</p> <p><b>Some work should be produced in artbook, including self-evaluations of techniques/skills used.</b></p>	<p>Purposely control the types of marks made.</p> <p>Experiment with different effects and textures using the technique of scratching.</p> <p>Mix colour, tints and shades with confidence, building on previous knowledge.</p> <p>Work in a sustained and independent way to develop their own style of painting.</p> <p>Choose appropriate paint, paper and tools to adapt and extend their work.</p> <p>Explain why they have chosen specific painting techniques.</p> <p>Show ability to mix scale and proportion with confidence.</p> <p>Work confidently from an initial pencil sketch to a finished painting.</p> <p><b>Some work should be produced in artbook, including self-evaluations of techniques/skills used.</b></p>
<b>New Vocabulary</b>	<p>Paintbrush</p> <p>Colours - red, yellow, blue etc..</p> <p>Paint</p>	<p>Brush Strokes</p> <p>Primary colours</p> <p>Secondary colours</p> <p>mixing</p> <p>Names of media – watercolour, acrylic, powder, ready-mixed</p>	<p>Tint</p> <p>Shade</p> <p>Layering</p> <p>Warm colours</p> <p>Cool colours</p>	<p>Light</p> <p>Dark</p> <p>Dotting</p> <p>Splattering</p> <p>Abstract</p>	<p>Scale</p> <p>Proportion</p> <p>Contrasting</p> <p>Complimentary</p>	<p>Atmosphere</p> <p>Mood</p>	<p>Scratching</p>

**Every child. Every chance. Every day.**

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



# Ball Green Primary School

## 3D sculpture

## Art and Design

Artist Study	EYFS	Year 1	Year 2	Year 3 Investigate Sculpture in the round	Year 4 Investigate Relief Sculpture	Year 5 Investigate Carved Sculpture	Year 6 Investigate Modern Sculpture
<b>Skills</b>	<p>Enjoy a range of media; recycled, natural and malleable materials such as clay, papier-mâché and salt dough, sticks, pebbles, empty bottles to make models and structures.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Explore the use of shape and form e.g., Cut or make shapes using scissors and other modelling tools.</p> <p>Understand that different media can be combined to create new effects e.g. sticks added to salt dough to create people/animals.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Begin to apply simple decoration.</p>	<p>Experiment with a variety of recycled, natural, and malleable media such as clay, sticks, leaves, papier-mâché, salt dough, Modroc, plastic bottles, empty packaging.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Continue to explore shape and form to model materials for a purpose e.g. thumb pots.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Apply simple decoration techniques that change the surface of a malleable material, e.g. impressed to make patterns, painting use of decors</p>	<p>Use equipment and media with increasing confidence.</p> <p>Experiment with form and shape using clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure.</p> <p>Demonstrate experience in surface patterns and textures and use them when appropriate.</p> <p>Develop an increasing awareness to use tools and equipment safely and in the correct way.</p> <p>Begin to use a simple armature to support media. e.g. wire fame, pipe cleaners, newspaper.</p> <p>Apply simple decoration techniques that change the surface of a malleable material.</p>	<p>Use equipment and media with confidence.</p> <p>Plan, collect and develop ideas to help design and make models.</p> <p>Use language appropriate to skill and technique.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Begin to explore carving as a form of 3D art.</p> <p>Roll and shape clay.</p> <p>Produce larger ware using pinch, slab and coil techniques.</p> <p>Produce more intricate surface patterns and textures and use them when appropriate.</p> <p>Continue to use armature to support media. e.g. chicken wire, wire, pipe cleaners, wood.</p> <p>Choose suitable finish for artwork.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Continue to use language appropriate to skill and technique.</p> <p>Secure work to continue at a later date.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Gain more experience in carving as a form of 3D art.</p> <p>Make a slip to join two pieces of clay.</p> <p>Model over an armature using coil and other decorations.</p> <p>Choose suitable finish for artwork.</p>	<p>Continue to work in a safe, organised way, caring for equipment.</p> <p>Continue to use language appropriate to skill and technique.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Carry on securing work to continue at a later date.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Show experience in combining pinch, slab and coil.</p> <p>Show confidence in modelling over an armature.</p> <p>Show confidence in carving a simple form.</p> <p>Show and understanding of different ways of finishing work: glaze, paint and polish.</p>	<p>Work confidently in a safe, organised way, caring for equipment.</p> <p>Confidently use language appropriate to skill and technique.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Secure work to continue at a later date.</p> <p>Demonstrate experience in sculpture using a range of media.</p> <p>Model and develop work through a combination of pinch, slab and coil to produce end pieces.</p> <p>Work around armatures or over constructed foundations.</p> <p>Confidently carve a simple form.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint and polish.</p>
<b>New Vocabulary</b>	<p>Tools</p> <p>Build</p> <p>Model</p> <p>Structure</p> <p>Join</p>	<p>3D</p> <p>Malleable material</p> <p>Manipulate</p> <p>Rolling</p> <p>Pinching</p> <p>Kneading</p> <p>Shaping</p> <p>Form</p> <p>Constructing</p> <p>Decoration</p> <p>Impressed</p>	<p>Figure</p> <p>Surface patterns</p> <p>Texture</p> <p>Support media</p> <p>Sculpture</p>	<p>Plan</p> <p>Carving</p> <p>Roll</p> <p>Pinch</p> <p>Slab</p> <p>Coil</p> <p>Intricate</p> <p>Armature</p> <p>Finish</p> <p>Surface</p>	<p>Slip</p>	<p>Adaptation</p>	

**Every child. Every chance. Every day.**

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



# Ball Green Primary School

Collage (Autumn Term)

## Art and Design

Artist Study	EYFS	Year 1 Artist – Eric Carle	Year 2 Artist - Fred Tomaselli	Year 3 Artist – Kurt Schwitters	Year 4 Artist – Derek Gores	Year 5 Artist – Megan Coyle	Year 6 Artist – Anne Marie Grgich
<b>Skills</b>	<p>Chooses particular colours for a purpose.</p> <p>Experiment to create different textures.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Use simple tools and techniques and adapt work where necessary.</p>	<p>Create images e.g. fruit, animals, flowers, from a variety of media e.g. tissue paper, crepe paper.</p> <p>Collect and sort colours appropriate for the image.</p> <p>Create and arrange media appropriately by using folding, cutting or tearing.</p> <p>Arrange and glue materials to different backgrounds.</p>	<p>Create images from a variety of media e.g. fabric, magazines, newspaper etc.</p> <p>Use different kinds of materials on their collage and explain why they have chosen them.</p> <p>Sort and group different materials for different purposes e.g. colour, texture.</p> <p>Use repeated patterns in their collage as well as folding, tearing and cutting.</p>	<p>Use equipment and media with confidence.</p> <p>Use language appropriate to skill and technique.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping, patterns and layering to create texture.</p> <p>Cut materials and shapes with developing accuracy.</p> <p>Experiment using different colours for a purpose.</p> <p>Artbook is used to practise/record techniques.</p>	<p>Use equipment and media with confidence.</p> <p>Use language appropriate to skill and technique.</p> <p>Select and arrange materials to create a striking effect.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping, patterns and layering to create texture. Use coiling and twisting as new techniques.</p> <p>Begin to demonstrate their own developing style using mixed media e.g. paint, pastels.</p> <p>Artbook is used to practise/record techniques some annotations may be added</p>	<p>Continue to use a range of media to create collages.</p> <p>Use learnt techniques to add collage to a painted, printed or drawn background.</p> <p>Use and mix a variety of textures (rough, smooth, plain, and patterned).</p> <p>Combine visual and tactile qualities to express mood and emotion.</p> <p>Artbook is used to practise/record techniques annotations are be added including self-evaluations of techniques/skills used</p>	<p>Use a range of materials and justify why they have chosen them.</p> <p>Combine pattern, tone and shape to create a finished piece.</p> <p>Use different techniques, colours and textures when designing and planning work.</p> <p>Use collage as a means of extending work from initial ideas.</p> <p>Artbook is used to practise/record techniques annotations are be added including self-evaluations of techniques/skills used</p>
<b>New Vocabulary</b>	<p>Collage</p> <p>Texture</p> <p>Materials</p> <p>Scissors</p> <p>Over-lap</p>	<p>Image</p> <p>Folding</p> <p>Cutting</p> <p>Tearing</p> <p>Layers</p>	<p>Texture</p> <p>Repeated pattern</p> <p>Materials</p>	<p>Layering</p> <p>Purpose</p>	<p>Coiling</p> <p>Twisting</p> <p>Mixed media</p> <p>Contrast</p>	<p>Mood</p> <p>Emotion</p> <p>Dry media</p> <p>Wet media</p>	<p>Pattern</p> <p>Tone</p> <p>Shape</p>

**Every child. Every chance. Every day.**

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



# Ball Green Primary School

Printing (Spring Term)

## Art and Design

Artist Study	EYFS	Year 1 Artist – Paul Klee	Year 2 Artist - Hokusai	Year 3 Artist – William Morris	Year 4 Artist – Pablo Picasso	Year 5 Artist – Andy Warhol	Year 6 Artist – Ben Rider
<b>Skills</b>	<p>Make rubbings showing a range of texture and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling, clay.</p> <p>Produce simple pictures by printing objects. Able to work from imagination and observation.</p> <p>Imprint onto a range of textures –newspaper, coloured paper, plain paper, into clay and dough.</p>	<p>Use equipment and media correctly to produce clean prints.</p> <p>Begin to use appropriate language to describe tools and processes.</p> <p>Relief printing –string, card, potatoes cut, fruit, leaves, with some added decorative detail using other media e.g. pencil, charcoal, pastel.</p> <p>Create patterns and pictures by printing from objects using more than one colour.</p>	<p>Use printmaking as a means of drawing.</p> <p>Continue to expand and use language appropriate to printing.</p> <p>Create impressed images (polystyrene tile) presenting symmetry or irregularity.</p> <p>Extend knowledge of repeating patterns – overlapping, using two contrasting colours etc.</p> <p>Talk simply about own work and that of other artists.</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Confidently use language appropriate to printing.</p> <p>Combine relief and impressed printing processes when working.</p> <p>Explores images through monoprint on media of their choosing.</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Discuss own work and that of other artists.</p> <p>Ensure artbook is used to practise/record textures and patterns.</p>	<p>Use language appropriate to skill.</p> <p>Discuss the nature of different effects and be able to modify and adapt prints as work progresses.</p> <p>Explores images and recreates texture through deliberate selection of materials, papers, string, polystyrene.</p> <p>Artbook is used to practise/record techniques some annotations may be added</p>	<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, plan in artbook.</p> <p>Experiment in producing pictorial prints. (Drawing and carving into a surface).</p> <p>Discuss and evaluate own work and that of others.</p> <p>Developing an individual artistic style shown through their work.</p> <p>Artbook is used to practise/record techniques annotations are be added including self-evaluations of techniques/skills used</p>	<p>Builds up drawings and images of whole or parts of items using various techniques e.g. impressed or relief.</p> <p>Experiment with ideas, plan in artbook.</p> <p>Experiment in producing pictorial prints and over/underlay with patterns.</p> <p>Discuss and evaluate own work and that of others.</p> <p>Demonstrates an individual artistic style through their work.</p> <p>Artbook is used to practise/record techniques annotations are be added including self-evaluations of techniques/skills used</p>
<b>New Vocabulary</b>	<p>Printing</p> <p>Rubbings</p> <p>Texture</p> <p>Patterns</p>	<p>Print</p> <p>Relief printing</p> <p>Roller</p> <p>Card</p> <p>String</p>	<p>Impressed image</p> <p>Tile</p> <p>Symmetry</p> <p>Repeating pattern</p> <p>Overlapping</p> <p>Contrasting colour</p>	<p>Monoprint</p> <p>Process</p>	<p>Effect</p> <p>Modify</p>	<p>Pictorial print</p>	<p>Overlay</p> <p>Underlay</p>

**Every child. Every chance. Every day.**

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.





# Ball Green Primary School

## Photography (Summer Term)

## Art and Design

Artist Study	EYFS Focus – Basic Skills	Year 1 Focus – Still-life photography (indoor)	Year 2 Focus – Still-life photography (outdoor)	Year 3 Artist – Karla Thompson Focus – Macro photography	Year 4 Artist – Andy Warhol Focus – Self portraits filters	Year 5 Artist – Tim Booth Focus – Black and White photography	Year 6 Artist – Jenny Holzer Focus - Truisms
Skills	<p>Begins to take a photo independently that is sometimes clear.</p> <p>Talk about the photo they took.</p> <p>Use simple vocabulary relating to photography Photo, image, zoom, iPad, camera.</p>	<p>Independently take photos that are mostly clear.</p> <p>Use vocabulary relating to photography and the focus.</p> <p>With support create a still life scene to photograph.</p> <p>Photograph still-life from different positions and observe differences and similarities selecting preferred images.</p> <p>Talk about the photo they have taken expressing their thoughts.</p>	<p>Independently take photos that are clear.</p> <p>Use vocabulary relating to photography and the focus.</p> <p>With support create a still life scene to photograph (use lego/mobilo people).</p> <p>Photograph still-life from different positions and observe differences and similarities selecting preferred images.</p> <p>Talk about the photo they have taken expressing their thoughts.</p>	<p>Takes photos that have a purpose and can talk about that purpose.</p> <p>Use vocabulary relating to photography and the focus.</p> <p>Explores the concept of Macro photography and creates a photo demonstrating the technique.</p> <p>Expresses their thoughts about the photo they have chosen and is beginning it identify how they might make improvements.</p> <p>Beginning to develop and show their own artistic style through their work.</p>	<p>Takes photos that have a purpose and can talk about that purpose.</p> <p>Use vocabulary relating to photography and the focus.</p> <p>Explores the concept of filters in photography and produces a photo or series of photos demonstrating the technique.</p> <p>Expresses their thoughts about the photo they have chosen and is beginning it identify how they might make improvements.</p> <p>Continues to develop and show their own artistic style through their work.</p>	<p>Takes photos that have a purpose and can talk about that purpose.</p> <p>Use vocabulary relating to photography and the focus.</p> <p>Explores the concept of black and white in photography and produces a photo or series of photos demonstrating the technique.</p> <p>Considers how light and dark effect the image.</p> <p>Expresses their thoughts about the photo they have chosen and can identify how they might make improvements.</p> <p>Continues to develop and show their own artistic style through their work.</p>	<p>Takes photos that have a purpose and can talk about that purpose.</p> <p>Use vocabulary relating to photography and the focus.</p> <p>Explores the concept of truisms in photography and produces an image demonstrating the technique. Image could either be produced by taking a photo or researched and selected from the internet.</p> <p>Considers the media used to create the wording, e.g., Use of ICT or another form of media added to the image.</p> <p>Expresses their thoughts about the photo/image they have chosen and can identify how they might make improvements.</p> <p>Demonstrates an individual artistic style through their work.</p>
New Vocabulary	Photo Digital Ipad Image Zoom	Delete Still-life Scene Position Image Photograph Indoor	Outdoor	Macro Detail	Filter Self-portrait Series	Black and white Light and dark	Truisms Digital media

**Every child. Every chance. Every day.**

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



# Ball Green Primary School

Responding to art (incorporated throughout)

## Art and Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>	<p>Share their creations, explaining the process they have used.</p> <p>Talk about their favourite and least favourite part.</p>	<p>Describe some of the art and design techniques they have used in their work, e.g. drawing, painting, and sculpture.</p> <p>Talk about what they like in their own work and in the work of others.</p>	<p>Talk about the techniques, materials and equipment used in their work and the work of others.</p> <p>Describe what they like about their own work and the work of others using appropriate language.</p> <p>Begin to discuss what they would do differently next time.</p>	<p>Evaluate an existing piece of artwork (famous artist) providing a personal opinion.</p> <p>Compare ideas, methods and approaches in their own and others' work.</p> <p>Use their sketch book to adapt their work as their ideas develop.</p> <p>Identify and discuss the likes and dislikes of their own artwork and the changes they had to make as a result.</p> <p>Identify areas for development that could be made.</p>	<p>Evaluate an existing piece of artwork providing a personal opinion and discussing the changes they might make.</p> <p>Compare ideas, methods and approaches in their own and others' work.</p> <p>Use their sketch book to adapt their work as their ideas develop and make relevant annotations.</p> <p>Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result.</p> <p>Identify areas for development that could be made.</p>	<p>Describe what they think and feel about an existing piece of artwork and how this might influence their future designs.</p> <p>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</p> <p>Use their sketch book to evaluate and adapt their work as their ideas develop and make annotations to show progression in their ideas.</p> <p>Confidently identify the strength and weaknesses of their artwork, suggesting any areas for improvement.</p>	<p>Describe what they think and feel about an existing piece of artwork and how this might influence their future designs.</p> <p>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</p> <p>Use their sketch book to adapt and critically evaluate their work as their ideas develop.</p> <p>Confidently identify the strength and weaknesses of their artwork, suggesting any areas for improvement.</p> <p>Consider the effect different resources may have had on their work.</p>

**Every child. Every chance. Every day.**

*Article 28: Every child has the right to an education.*

*Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.*