




Art and Design Progression



Vision: To teach children to love, learn and live as a global citizen in an ever-changing world.


Throughout the art curriculum pupils will learn to:

- Appreciate, interpret and explain how art has changed over time and continues to change today.
- Explore how creative skills and imagination are expressed and applied through a range of different materials whilst studying a range of artists' styles and techniques.
- Gain the **knowledge**, confidence, proficiency and skill to express their own ideas in a range of artistic styles and materials.
- Look at how past artists have left a **legacy** for us to be able to explore different styles and techniques.
- Explore and interpret how women have influenced art as they study art history and look at **equality**.
- Explore how artists are using **sustainable** materials.





	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2			
	Early Learning Goal: Expressive Arts and Design <ul style="list-style-type: none"> • To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] used by great artists, architects and designers in history. 				
United Development Goal and link:		Women feel valued and empowered to do whatever they have a passion to do.					
		Overcome barriers to ensure an equal opportunity for all					
		Effective use of recycled materials in order to reduce waste					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Ideas:	<ul style="list-style-type: none"> • Observe talk about what they have produced, describing simple techniques and materials used. 	Know how to use a sketchbook to: <ul style="list-style-type: none"> • Start to observe, record and explore simple ideas. • Record information on interpreting colour mixing through the colour wheel and colour spectrums. 	Know how to use a sketchbook to: <ul style="list-style-type: none"> • Plan and explore simple ideas. • Observe and collect textures and patterns that will be used in their work. • Begin to suggest improvements to own work. 	Know how to use a sketchbook to: <ul style="list-style-type: none"> • Observe, record and explore material and experiment with these. • Plan, collect and record source material for future works. • Express feelings about a subject. 	Know how to use a sketchbook to: <ul style="list-style-type: none"> • Observe, collect and record visual information from different sources. • Plan, trying out ideas. • Plan colours and collect source material for future works. • Express likes and dislikes 	Know how to use a sketchbook to: <ul style="list-style-type: none"> • Plan through drawing and other preparatory work. • Plan how to join different materials together. • Begin to explore possibilities, using and combining different styles and techniques. 	Know how to use a sketchbook to: <ul style="list-style-type: none"> • Collect and record visual information from different sources as well as planning and collecting source material. • Annotate work in sketchbook.

				<ul style="list-style-type: none"> • Make notes about techniques used by artists. • Annotate ideas for improving their work. • Try ideas and start to refine them. 	<p>through annotations.</p> <ul style="list-style-type: none"> • Adapt and improve original ideas as they progress. • Keep notes to indicate their intentions/purpose of a piece of work. 	<ul style="list-style-type: none"> • Keep notes which consider how a piece of work or a technique may be developed further. • Collect and record visual information from different sources as well as planning, trying out ideas and changing techniques. • Plan colours and collect source material for future works. • Adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> • Use the sketch book to plan how to join materials and how their work will develop at each stage. • Select own images and starting points for work. • Comment on and give an opinion on artwork with a fluent grasp of artistic/visual language.
Drawing:	<ul style="list-style-type: none"> • Enjoy using mark making tools, fingers, hands, chalk, pens and pencils. • Know how to hold different tools correctly. • Know how to use and begin to control a range of materials. • Draw on different surfaces. • Produce lines of different thickness. • Start to produce different patterns and textures from observations and imagination. • Develop drawing to build on fine motor skills and hand and eye coordination. 	<ul style="list-style-type: none"> • Experiment with mark making using a variety of materials: pencils, crayons, pastels, charcoal, pen, chalk. • Begin to know how to control the types of tools they use to make marks through techniques such as hatching, scribbling and dotting. • Begin to know how to control lines to create simple drawings from observation. Sketch simple shapes for objects. • Position objects or a group of objects on a piece of paper. • Draw on different surfaces with a range of materials. • Sketch thinking about the size of the object. 	<ul style="list-style-type: none"> • Know how to draw objects on a smaller or larger scale. • Know how to position an object/s on a piece of paper for effect (using guide marks for the top/bottom/edge of the drawing). • Know when to choose to use dots, hatching, scribbling or lines to show texture or pattern when sketching a group of objects. • To know what is meant by the terms hatching and cross hatching when adding shading to a drawing. • Start to use a grid to support completing a copy of an artist's work. 	<ul style="list-style-type: none"> • Know how to develop intricate patterns/ marks with a variety of materials. • Know the different grades of pencils (HB, 2B, 4B) and what effect the different pencils can have when creating shading. • Identify interesting aspects of objects as a starting point. • Know how to use shading to show light and shadow. • To begin to know how to draw a face using proportion. • Begin to indicate facial expressions in drawings. • Know how to use a grid to support completing a portrait. 	<ul style="list-style-type: none"> • Know how to sketch the outline of the object lightly before confirming detail with a different grade of pencil. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. • Know how to develop simple perspective in their work using a single/double focal viewpoint. Have opportunities to develop further by adding a horizon. 	<ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work such as line, shading, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed materials. • Know how to draw a figure in proportion. • Know how to show movement within figure drawings. • Develop an awareness of composition, scale and proportion in their drawings. 	<ul style="list-style-type: none"> • Work in a sustained and independent way to develop their own style of drawing. • Know how to use different techniques for different purposes i.e. shading, hatching within their own work, which works well in their work and why. • Draw with an awareness of composition, scale and proportion in their drawings. • Have opportunities to develop further drawings featuring the third dimension and perspective. • Know the artist Escher and name and describe his work and style. • Understand how artists use viewpoints, shading, tone, line to create optical illusions.

<p>Outcomes:</p>	<p>Children will observe, identify and draw simple shapes to represent objects observed in the world around them. They will know how to interpret an image using materials and mark.</p>	<p>Pupils will create a still life picture of fruit. They will use mark making to interpret and represent pattern and texture. Observe still life: Fruit with different textures and patterns</p>	<p>Pupils will complete a pencil drawing of one of Giuseppe Arcimboldo 1522 portraits. Pupils can explore his style and how he interprets his work through covering the whole image with fruit.</p>	<p>Pupils will draw faces to scale using: grids and proportion. Half and half faces</p> <p>Use artist John Bramblitt A blind artist. As a stimulus for the pupils.</p>  <p>Equal opportunities for disabled people to be respected as artists.</p>	<p>Pupils will draw 3-D objects whilst studying viewpoints. Perspective drawing 1 Perspective drawing 2</p> <p>1 viewpoint 2 viewpoints Draw boxes looking at direction of light for shading and use of different pencils to establish this.</p> <p>Pupils to create an image of a 3D box sculpture using 2 points of perspective. Pupils to apply viewpoint skills by drawing a street with a view point.</p> <p>Look at the work of Stephen Wiltshire</p>  <p>Equal opportunities for disabled people to be respected as artists.</p>	<p>Pupils will draw a range of figures. They will watch videos of figures moving (slowed down). They will study Figures in movement: Edgar Degas 1834- 1917 Pencil ballerina drawings They will study and draw a figure moving.</p> <p>How to draw figures in proportion</p> <p>Drawing movement</p> <p>They will produce a drawing of a figure moving.</p>	<p>Pupils will explore illusion through studying: Escher 1898-1992 Following works: Day and night Infinite world Waterfall Drawing hands</p> <p>Life and work Reptiles</p> <p>Look at how the artist has used viewpoints, shading, line, tone to create illusions.</p> <p>Pupils will plan and prepare a drawing using illusion.</p>
<p>Painting:</p>	<ul style="list-style-type: none"> Enjoy using a variety of tools including different sized brushes and tools, i.e. sponge brushes, fingers, twigs. Know and name the primary colours being used. Explore working with paint on different surfaces and in different ways. Explore what happens when they mix colour. Know what a cave painting is, who made them and why. 	<ul style="list-style-type: none"> Experiment with paint using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Begin to show control over the types of marks made with a paint brush. Stippling, different brush strokes. Know different size brushes will give different thickness of lines. Paint on different surfaces with a range of media. Know and name the primary colours and mix secondary colours from these. Know how to mix and identify warm and cold colours from the primary and secondary colours. 	<ul style="list-style-type: none"> Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Know and understand the colour wheel. Be able to mix all the secondary colours using primary colours confidently. Mix colours for a warm or cold feeling. Know how to choose and use a suitable brush to produce appropriate marks e.g. a small brush for small marks. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. 	<ul style="list-style-type: none"> Use a range of brushes to demonstrate increasing control over the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Know and understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in creating shades of the same colour. Be able to start and develop a painting from a drawing. Know which brush and effect to use for the mark/image being painted. Know the baroque 	<ul style="list-style-type: none"> Know how to control marks made and how to achieve different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Begin to choose appropriate materials to work with. Know how to use light and dark within painting. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying). Know how to paint using perspective. Know how Van 	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed materials. Know when the style cubism first appeared and where it started. Be able to draw and paint a figure in the style of cubism. Know when the cubism period started and ended. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understand what works well in their work and why. Know how to use perspective when



				style and be able to explain this (use of tones/hints/dark colours for different effects including emotions and tension).	Gogh's style of painting changed over time (focus on landscape paintings). <ul style="list-style-type: none"> • Know and name some paintings by Van Gogh. • Know when the impressionism period started and ended. 	<ul style="list-style-type: none"> • Know some artists who influenced cubism. 	drawing and painting landscape.
Outcomes:	Children produce a cave painting linked to something personal to them. Cave paintings 30,000BC	Pupils will study a piece of Roman art and the artist Caravaggio. Plot this art on a timeline compared to the cave paintings they looked at in Reception. Look at how the art work is different and similar. The pupils will build on their pencil drawings and start to add colour. They will then produce this as a still life painting. Still Life: Romans 1 st Century Pompeii Caravaggio 1599	Pupils will study Giuseppe Arcimboldo. Plot this artist on a timeline compared to the cave paintings in Reception and Romans/Caravaggio in Year 1. Look at how the art work is different and similar. Children will produce a painting in the style of Giuseppe Arcimboldo. Still life to create portraits: Giuseppe Arcimboldo 1522 -1593	Look at the following artists. The pupils will gain knowledge of the baroque movement (1600 – 1750). When this occurred and why. They will then study 'Girl with a Pearl Earring' and compare this to two modern (disabled) artists. Look at how the use of materials has changed over time and how the artists' styles are different (e.g. perspective, use of colour, texture). Baroque: Girl with a Pearl earring Johannes Vermeer 1665 Modern day artists: John Bramblitt Mariusz Kedzierski  Equal opportunities for disabled people to be respected as artists. Pupils will complete a portrait of a face using paint in a Baroque style and a modern style for comparison using proportion skills.	Study how Van Gogh's style has changed over time (impressionism) with a focus on vanishing points and perspective and landscapes: 1882 onwards 1885 - 1990 Pupils look at Van Gogh's Bulb Fields 1883. Explore the use of tone, texture, perspective. Pupils to reproduce the image. Pupils will create a landscape scene using their previous knowledge of viewpoints. Use their developing skills and style linked to pencil drawing (texture, detail, composition).	Pupils will study cubism 2D-3D Carlo Carra - 1881-1966 (red horseman 1913) Marcel Duchamps 1889-1968 (lady down the stairs) Natalia Goncharova 1989- 1962 They will use their figure drawing and produce a painting using the cubism style.	Pupils will explore how Escher added colour to his illusions. They will then plan and add colour to their illusion drawings. Colour could be added using any medium.
Mixed Media:	<ul style="list-style-type: none"> • Enjoy using a variety of malleable media such as papier-mache, salt dough. • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects. • Enjoy playing with 	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as, papier-mache, salt dough, cardboard. • Shape and model materials for a purpose (e.g. animal face sculptures). • Impress and apply simple decoration techniques, 	<ul style="list-style-type: none"> • Develop experience in choosing the correct material to represent surface patterns/textures and use them when appropriate. • Investigate textures and use line and tone in collage to consider shape, shade, pattern and texture. • Express links between 	<ul style="list-style-type: none"> • Use equipment and mediums with confidence to create a structure. • Begin to show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Know how to join two 	<ul style="list-style-type: none"> • Mix materials, rough and smooth, plain and patterned. • Explore the use of materials to be used through interpretation. • Know how to use a range of materials and develop awareness of the use of textiles to create texture, pattern 	<ul style="list-style-type: none"> • Know how to combine different materials to produce an end piece. • Be able to create a 3-D free-standing structure using a variety of materials and objects. • Use recycled, natural and manmade materials. • Combine a range of skills and materials studied so far. • Demonstrate experience in 	<ul style="list-style-type: none"> • Use chosen media for purpose and style. • Recognise sculptural forms in the environment. Land mark (Angel of the North). • Confidently create a simple human abstract form using wire, clay, papier-

	<p>and using a variety of textiles and fabric.</p> <ul style="list-style-type: none"> Use appropriate language to describe colours, media, equipment and textures. Create images through collage using pictures and recycled materials. Know what collage is. Know who Natasha Kerr is. Know that art can be made from recycled materials. 	<p>including painting.</p> <ul style="list-style-type: none"> Use tools and equipment safely and in the correct way. Experiment with how objects can be connected together to form simple structures. Know how to make a sculpture. Know who Tricia Griffiths is and that she is an artist who sculpts. 	<p>colour and emotion through the use of collage.</p> <ul style="list-style-type: none"> Know how to use paper to create a collage. Know who Megan Coyle is and explain her style. Explore how Megan used colour and tone in her images. Know how recycled paper can produce a collage. 	<p>materials successfully.</p> <ul style="list-style-type: none"> Construct a simple base for extending and modelling faces. Understand and know how to work in relief. Explore and develop the use of a range of mediums such as papier-mache, wire, mod rock and clay. 	<p>and depth.</p> <ul style="list-style-type: none"> Demonstrate experience in combining and arranging materials to create an image with depth. Continue to gain experience in combining textures to create depth of colour. Study different artists looking at style and use of colour and texture. Know some artists who work in collage. 	<p>the understanding of different ways of finishing work: glaze, paint, polish.</p> <ul style="list-style-type: none"> Look at different ways of making different forms (cube etc. link to DT). Know how to plan, design and create a cubism image as a 3-D model. Know and be able to explain how Omar Aquil recreates works for the cubism period. 	<p>mache</p> <ul style="list-style-type: none"> Solve problems as they occur. Use language appropriate to skill and technique. Demonstrate experience in freestanding work using a range of media. Use knowledge of figure drawing to design sculpture. Know who Anthony Gormley is and describe his work.
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<p>Outcomes:</p>	<p>Collage Natasha Kerr</p> <p>Children to create images that represent themselves or their family using pictures and recycled materials</p>  <p>Effective use of recycled materials in order to reduce waste.</p>	<p>Sculpture Tricia Griffith</p> <p>Pupils will create a 3D animal face sculpture. Use Tricia Griffith's work as stimulus.</p>	<p>Collage Megan Coyle Painting with paper.</p> <p>Pupils will design and create a collage made from recycled paper.</p> <p>Use recycled paper from magazines to find the right colour/patterns to create depth and colour in their collage pieces.</p>  <p>Effective use of recycled materials in order to reduce waste.</p>	<p>Sculpture Burt Simon Lionel Smit Mindy Alper</p> <p>Creating faces out of different mediums.</p> <p>Use knowledge of perspective linked to drawing a face to plan and produce a 3-D sculpture of a face. They can use a range of mediums such as papier-mache, wire, mod rock, clay, cardboard.</p>	<p>Collage Jane Perkins- artist in Found materials Jeannie Baker - Window</p> <p>Pupils to create a collage of the view from their window combining a range of materials such as paper, wool, textiles and found objects.</p> <p>Use artists Jeannie Baker and Jane Perkins as stimulus. Look at and explore their different use of materials for effect.</p>  <p>Effective use of recycled materials in order to reduce waste.</p>	<p>Sculpture Omar Aquil – represented 6 Picasso 3D cubism paintings into sculptures. Pupils to study his work for inspiration and ideas.</p> <p>Pupils to create a 3D model/ representation of one of the cubism pictures studied in the painting unit.</p> <p>Pupils to combine a range of materials and skills learnt such as cardboard, clay, junk modelling, papier-mache, wire etc. To produce 3-D model.</p>  <p>Effective use of recycled materials in order to reduce waste.</p>	<p>Sculpture Anthony Gormley Angel of the North</p> <p>Pupils to create a 3D free standing structure of an abstract figure.</p> <p>Pupils to choose their own style and medium to do this</p> <p>Pupils can use their figure drawing skills when planning and designing their sculpture.</p>
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<p>Digital Art:</p>	<ul style="list-style-type: none"> Know how to take a self-portrait or a photograph. Know how to interact with technology within the learning space and use it creatively and artistically. Begin to know how to share their creations and explain the process they have used. Start to use a simple painting program to 	<ul style="list-style-type: none"> Know how to use a digital camera including features such as zoom and crop. Know how to use a simple paint program to create a picture, use tools like fill and specific brushes to achieve desired effect. Know how to save and reopen their work, and 	<ul style="list-style-type: none"> Within a paint package, know how to manipulate images (rotate, change in size, align) to represent a portrait (linked to Guiseppe). Begin to understand animation using simple package. Know how to use printed images taken with a digital camera and combine them 	<ul style="list-style-type: none"> Know how to create a piece of art which includes integrating a digital image they have taken. Know how to take a photo from an unusual or thought-provoking viewpoint Know how to use a simple graphics package to create images and effects with 	<ul style="list-style-type: none"> Know how to scan an image or take a digital photograph and use software to alter it, adapt it, animate it and create work with meaning. Know how to compose a photo with thought for textural qualities, light and shade. Know how to combine 	<ul style="list-style-type: none"> Know how to combine a selection of images using digital technology considering colour, size and rotation. Know how to create shapes by making sections to cut, duplicate and repeat – linked to cubism. Know how to create digital images with animation and incorporate sound to 	<ul style="list-style-type: none"> Know how to create a piece of digital art, which can be used as part of a wider presentation and project. Know that a digital image is created by layering, and create layered images from original ideas. Know how to combine graphics and text from commercial design to
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	explore tools and effects that can be made.	how to edit/improve their image. <ul style="list-style-type: none"> • Know how to print their work. 	with other media to produce art work.	lines by changing the size of brushes in response to ideas, use gradient tools to produce desired effect, eraser, shape and fill tools. <ul style="list-style-type: none"> • Know how to take photographs and explain their creative vision. 	graphics and text to produce effective artwork. <ul style="list-style-type: none"> • Know how to use tile and drop tool to create a background or wall paper. 	communicate their ideas.	influence the layout and impact of their artwork.
Outcomes:	Children will take a photo to use in their mixed media work.	Pupils will use the zoom feature to take photos of fruit and still life linked to their drawing and painting work. They can use these images to create a digital image of their planned final piece.	Pupils will produce a digital image linked to their final piece of work completed from studying Guiseppe.	Pupils to take and manipulate images of faces to capture different facial expressions. Look at how light, colour can be used to alter these.	Pupils can take a photo looking through a window. This can link to their mixed media work. Can they take a photograph from an unusual perspective? What does this do to proportion and view?	Pupils will take photos of objects and create a digital image of their 3-D design linked to their sculpture work. They will look at how to animate their image.	Pupils can explore creating a digital image through layering and incorporating different media together. Can they create a design that incorporates photography and a pencil drawing?
Sticky Knowledge:	<ul style="list-style-type: none"> • Know what you can take a photo with. • Know what learn space is. • Know how to use a simple paint program. 	<ul style="list-style-type: none"> • Know how to use zoom on a camera. • Know how to use a simple paint program. • Know how to save and print their work. 	<ul style="list-style-type: none"> • Know how to combine printed images. • Know how to manipulate digital images. 	<ul style="list-style-type: none"> • Know how to take a photo from different viewpoints. • Know how to create a piece of digital art. • Know how to use a simple graphics package. 	<ul style="list-style-type: none"> • Know how to use software to alter and change an image. • Know how to add a background and wallpaper. Know how to combine graphics. • Know how to plan and compose a photo. 	<ul style="list-style-type: none"> • Know how to combine a selection of images using digital technology considering colour, size and rotation. • Know how to create shapes by making sections to cut, duplicate and repeat – link to cubism. • Know how to create digital images with animation and incorporate sound to communicate their ideas. 	Yr.6?
Language:	Special effects, digital, self-portrait, photograph	Zoom, crop, fill, edit, special effect, print	Rotate, align, resize, combine, media	Viewpoint, graphics, effect, gradient, eraser, shape, fill, vision	Scan, alter, adapt, animate, compose, textured quality, light and shade	Cut, duplicate, animate, repeat, cubism	Presentation, layering, commercial design, influence
Respond, interpret and analyse art throughout time:	<ul style="list-style-type: none"> • Look and talk about what they have produced, describing simple techniques and media used. • Explore how image is used to depict every day events in 3000BC. • Interpret artwork by telling us what you see- shape, content and recognizable objects. 	<ul style="list-style-type: none"> • Explore two different images over time of still life. • Describe the differences and similarities between different practices and disciplines, and make links to their own work. • Add simple annotations to capture ideas. • Explore art as a visually pleasing/decoration. • Interpret artwork and an artist's style – use of colour, pattern, texture, choice of context and shape, choice of placement on the page. 	<ul style="list-style-type: none"> • Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. • Express thoughts and feelings about a piece of art. • Reflect and explain the successes and challenges in a piece of art created. • Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further. • Interpret artwork and artistic style - use of colour, shading and tone, choice of content and 	<ul style="list-style-type: none"> • Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • Discuss own and others' work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • Respond to art from other cultures and other periods of time. • Interpret artwork and artistic style - use of colour for mood and expression, shading and tone, choice of content and placement of items. 	<ul style="list-style-type: none"> • Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Begin to explore a range of great artists, architects and designers in history. • Interpret artwork and artistic style - looking at changes in style over time and use of colour for expression. • Explain what is meant by the term impressionism 	<ul style="list-style-type: none"> • Recognise the art of key artists and begin to place them in key movements or historical events. • Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • Explore a range of great artists, architects and designers in history. • Compare the style of different artistic styles and approaches. • Explain how impressionism moved to cubism. • Analyse how the 	<ul style="list-style-type: none"> • Discuss and review own and others' work, expressing thoughts and feelings and explaining their views. • Identify artists who have worked in a similar way to their own work. • Explore a range of great artists, architects and designers in history. • Explore optical illusions and the use of shading and mark making to create texture and depth. • Explore how the role of women has changed throughout the history of art and is there still more to do?

			placement of items.			artist has use line, form and shape to represent an image.	 <p>Equal opportunities for disabled people to be respected as artists.</p>  <p>Women feel valued and empowered to do whatever they have a passion to do.</p>
Historical and cultural development of art:	Cave paintings 30,000BC	Still Life: Romans 1 st Century Pompeii Caravaggio 1599	Still life to create portraits: Giuseppe Arcimboldo 1522 -1593	Compare Baroque portraits with modern artists (disabled): Johannes Vermeer 1665 John Bramblitt Mariusz Kedzierski	Study how Van Gough's style has changed over time (impressionism) with a focus on vanishing points and perspective and landscapes: 1882 onwards 1885 - 1990	Cubism 2D-3D 1907 - 1920 Carlo Carra- 1881-1966 (red horseman 1913) Marcel Duchamps 1889-1968 (lady down the stairs) Natalia Goncharova 1989- 1962 Figures in movement: Edgar Degas 1834- 1917 Pencil ballerina drawings	Escher 1898-1992 Stephen Wiltshire