


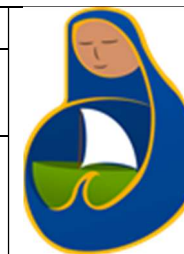


<div>  <div> St Mary and St Peter Catholic Primary School Progression Map in Art and Design </div>  </div>							
Threshold Concepts		<div> Line, Colour and Shape Texture and Form Making links to their own work Experimenting and Exploring Evaluate and analyze Developing Aspiration </div>					
Content Domains	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points
Exploring developing and evaluating 	Procedural Knowledge Respond to ideas and starting points (e.g. a painting, an object, an experience, a person) Talk about artwork using simple labels about colour and shape. Give my opinion about artists work, recording my opinions in a class sketchbook. Contribute to class ideas for the class sketchbook Describe what they think about their own and others' work Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point,	Procedural Knowledge Explore ideas from their imagination or from first hand observation. Compare and contrast work by different artists. Talk about how an artists have used colour, shape and a techniques to produce their work Record my opinions in a sketchbook. Record ideas in a sketchbook Comment on differences in others' work and suggest ways of improving their work Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: observe, focus, design, improve.	Procedural Knowledge Explore ideas using a variety of starting points (their own experience, other artists, their imagination) Make notes in their sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone. Develop their ideas in an art sketchbook. Comment on similarities and differences between their own and others work. Adapt and improve my own work. Declarative Knowledge use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form,	Procedural Knowledge Explore ideas using a variety of starting points and collect visual and other information to help them to develop their work. Make notes in their sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. Develop and organise ideas in an art sketchbook. Make comments on the ideas, methods and approaches used in their own work. Adapt and refine work to reflect the purpose and meaning of the work (Supported by teacher modelled and scaffolding) Declarative Knowledge use key vocabulary to demonstrate knowledge and understanding in this strand: record, detail, question, observe, refine.	Procedural Knowledge Explore ideas and collect visual and other information independently Pursue their own line of artistic enquiry e.g an artist, a piece of art or an art type, a theme. Use research in developing their work, taking account of the purpose. Develop, organise and refine ideas in their art sketchbook. Analyse and comment on ideas, methods and approaches used in their own and others' work. Adapt and refine their work and make suggestions to others about their work. Declarative Knowledge use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.	Procedural Knowledge Explore ideas and am critical of artwork. Pursue their own line of artistic enquiry- e.g an artist, a piece of art or an art type, a theme. Base their decisions for artwork on their preferences and audience. Produce an art sketchbook that is creative, inspirational and reflects their learning journey as an artist. Analyse and comment on ideas, methods and approaches used in theirs and others' work. Comment on how ideas and meanings are conveyed in their own and others work. Reflect upon their artwork at several points and make changes based on their observations.	Evaluate and analyse creative works using the language of art, craft and design; Produce creative work, exploring their ideas and recording their experiences;





Mary and St Peter Catholic Primary School

Progression Map in Art and Design



Threshold Concepts	Line, Colour and Shape	Texture and Form	Making links to their own work
	Experimenting and Exploring	Evaluate and analyze	Developing Aspiration

Content Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points
Drawing 	Procedural Knowledge Draw lines of different shapes and thicknesses. Draw with crayons and pencils. Describe and copy the shapes and patterns. Colour in neatly, following the lines very carefully. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. Declarative Knowledge use key vocabulary to demonstrate knowledge and understanding in this strand: line drawing, detail, pastels, drawings, line, bold, size, space	Procedural Knowledge Make a variety of lines of different sizes, thickness and shapes. Use pencils, oil pastels and charcoal in my drawings. Show patterns and textures by adding dots and lines. Show different tones using coloured pencils. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. Declarative Knowledge use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, landscape, cityscape, building,	Procedural Knowledge Use different grades of pencil at different angles to show different tones. Sketch lightly (so there is no need to use a rubber). Use hatching and cross hatching to show tone and texture. Use a number of sketches to base work on. Use a viewfinder to help sketching. To improve their mastery of art and design techniques, including drawing, with a range of materials. Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line,	Procedural Knowledge Use a variety of different shaped lines to indicate movement. Select the most suitable drawing materials. Use shading to add interesting effects to drawings including shadows and reflections, using different grades of pencil. To improve their mastery of art and design techniques, including drawing, with a range of materials. Declarative Knowledge use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, texture, form, shape, tone, outline.	Procedural Knowledge Select appropriate drawing materials. Know when different materials can be combined and use this to good effect. Choose appropriate techniques to convey the meaning. e.g. creating perspective Communicate movement in drawings. Drawings of still life include shadows and reflections. Declarative Knowledge use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	Procedural Knowledge Select drawing materials and techniques which are most suitable for conveying meaning (see skills in previous years). Combine different materials to create good effect. Refine art style using all of the techniques that have been developed.e.g. depict movement and perspective in drawings; Declarative Knowledge use key vocabulary to demonstrate knowledge and understanding in this strand: line, mural, fresco, portrait, graffiti.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Produce creative work, exploring their ideas and recording their experiences;

Content Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points
Painting 	<p>Use thick and thin brushes.</p> <p>Paint pictures from first-hand experience.</p> <p>Name and use the primary and secondary colours.</p> <p>Mix colours together to investigate what happens.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, shades, warm colours, cool colours,</p>	<p>Know how to mix primary colours to make secondary colours. • Create colour wheels.</p> <p>Add white to colours to make tints. Add black to colours to make tones.</p> <p>Experiment with adding different amounts of water to paint to make washes.</p> <p>Link colours to natural and manmade objects.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: , neutral colours, tints, shades, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Mix colours to make new colours and tints and tones.</p> <p>Use paint to produce washes for backgrounds and then add detail.</p> <p>Experiment in creating mood and feelings with colour.</p> <p>Use a number of brush techniques using thin and thick brushes, to produce shapes and lines.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background,</p>	<p>Create colours by mixing to represent images observed in the natural and man-made world.</p> <p>Experiment with different colours to create a mood.</p> <p>Use colour and shapes to reflect feelings and moods.</p> <p>Use a number of brush techniques using thin and thick brushes, to produce textures, patterns</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Use a range of painting techniques and develop style of their own.</p> <p>Sketch (lightly) before adding paint. Convey a purpose in paintings.</p> <p>Include texture gained through paint mix or brush technique.</p> <p>Combine colours and create tints, tones and shades to reflect the purpose of their work. Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Begin to create a colour palette, demonstrating mixing techniques;</p> <p>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, colour, .</p>	<p>Paintings include texture gained through paint mix or brush technique.</p> <p>Paintings convey realism or an impression of what has been observe.</p> <p>Use repertoire of painting skills to make choices to convey the meaning.</p> <p>Lines in paintings are sometimes stark and cold and at other times warm to reflect different features or intentions.</p> <p>• Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>create a colour palette, demonstrating mixing techniques;</p> <p>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: abstract, absorb, impressionism, impressionists.</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</p> <p>Produce creative work, exploring their ideas and recording their experiences;</p>






**Mary and St Peter
Catholic Primary School
Progression Map in Art and Design**





Threshold Concepts	Line, Colour and Shape	Texture and Form	Making links to their own work
	Experimenting and Exploring	Evaluate and analyze	Developing Aspiration

Content Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points
Printing 	<p>Use printing tools such as fruit, vegetables and sponges.</p> <p>Print a repeating pattern onto fabric or paper.</p> <p>Press, roll, rub and stamp to make prints.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking,</p>	<p>Make my own printing blocks eg: string patterns or plasticine shapes.</p> <p>Explore techniques such as repeating, overlapping, rotating and arranging shapes.</p> <p>Printing by pressing, rolling, rubbing and stamping.</p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: relief printing, objects.</p>	<p>Use layers of one colour</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns. use more than one colour to layer in a print;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, texture, colour, shape,</p>	<p>Make my own printing blocks and experiment with different materials. Make a two coloured print.</p> <ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments. a replicate patterns from observations; b make printing blocks; c make repeated patterns with precision; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>develop techniques in mono, block and relief printing;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, collograph;</p>	<p>Build up layers of colours to make prints of 2 or more colours.</p> <p>Explored printing from other cultures and time periods.</p> <p>Make precise repeating patterns by creating accurate printing blocks.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering,</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</p> <p>Produce creative work, exploring their ideas and recording their experiences;</p>
Textiles	<p>Sort threads and fabrics (by colour and texture)</p> <p>Make simple weavings with fabrics or threads.</p>	<p>Use running stitch to join fabrics.</p> <p>Know how to dip dye to produce fabric of contrasting colours.</p>	<p>Use running stitch, cross-stitch.</p> <p>Know how to colour fabric to add pattern to fabric.</p>	<p>select appropriate materials, giving reasons;</p> <p>Use a variety of techniques, e.g.</p>	<p>Use running stitch, cross-stitch back-stitch and blanket stitch.</p>	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft</p>

	<p>Use glue to join fabrics I use running stitch to join fabrics</p> <p>Show pattern by weaving;</p> <p>decorate textiles with glue or stitching, to add colour and detail;</p> <p>Use plaiting.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under,</p>	<p>use a dyeing technique to alter a textile's colour and pattern;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>Use textiles skills to create artwork that is matched to an idea or purpose.</p> <p>select appropriate materials, giving reasons;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</p>	<p>printing, dyeing, weaving and stitching to create different textural effects;</p> <p>Develop skills in stitching, cutting and joining;</p> <p>Quilt, pad and gather fabric.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</p>	<p>Use aware of textiles work from other cultures and times to build ideas.</p> <p>Combine some of the techniques to create a textile.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern</p>	<p>including non-traditional fabrics.</p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</p> <p>add decoration to create effect;</p> <p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern</p>	<p>and design techniques;</p> <p>Produce creative work, exploring their ideas and recording their experiences;</p>
<p>3-D and sculpture</p> 	<p>Make shapes from rolled up paper, straws, paper and card.</p> <p>Make shapes from clay, dough, plasticine. Cut, roll and coil materials</p> <p>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>use a variety of techniques, e.g. rolling, cutting, pinching;</p>	<p>Make a carving I add lines and shapes to clay work.</p> <p>Add texture to work by adding materials and using tools</p> <p>use a variety of shapes, including lines and texture;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Can make nets of shapes to create recognisable forms.</p> <p>Join these shapes together to create abstract forms.</p> <p>cut, make and combine shapes to create recognisable forms;</p> <p>use clay and other malleable materials and practise joining techniques;</p>	<p>Explore paper techniques such as pop-up books and origami.</p> <p>Join these shapes together to create abstract forms.</p> <p>cut, make and combine shapes to create recognisable forms;</p> <p>Include texture that conveys feelings, expression or movement.</p>	<p>Use my clay techniques to apply to pottery studied in other cultures.</p> <p>Use carvings to a surface to create shapes, texture and pattern.</p> <p>Use a variety of tools and techniques for sculpting</p> <p>use tools and materials to carve, add</p>	<p>Experiment with making life size models I use the technique of adding materials to create texture, feeling</p> <p>plan and design a sculpture;</p> <p>use tools and materials to carve, add shape, add texture and pattern;</p> <p>develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</p> <p>Produce creative work, exploring their ideas and recording their experiences;</p>

	use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving,		use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle,	Use clay and other mouldable materials. add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: edging, trimmings, shape, form, shadow, light, marionette puppet.	shape, add texture and pattern; Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.	use materials other than clay to create a 3D sculpture; Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.	
Content Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points
Collage 	<p>Explored and experimented with lots of collage materials</p> <p>Cut and tear paper, textiles and card for my collages To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>use a combination of materials that have been cut, torn and glued;</p> <p>sort and arrange materials;</p> <p>use key vocabulary to demonstrate</p>	<p>Sort and arrange collage materials for a purpose</p> <p>Use paste, glue and other adhesives</p> <p>Mix paper and other materials with different textures</p> <p>Use shapes, textures and colours in my collages</p> <p>Create a simple pattern</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange</p>	<p>Cutting skills are precise</p> <p>Make repeated patterns</p> <p>Know the striking effect work in a limited colour palette can have</p> <p>Can use overlapping in my collage.</p> <p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques,</p>	<p>Use mosaic and montage</p> <p>Use tessellation and other patterns in collage</p> <p>select colours and materials to create effect, giving reasons for their choices;</p> <p>refine work as they go to ensure precision;</p> <p>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this</p>	<p>Use cutting skills to produce repeated patterns</p> <p>Experiment with techniques that use contrasting textures, colours or patterns</p> <p>Collage combines both visual and tactile qualities.</p> <p>Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p> <p>• Use ceramic mosaic materials and techniques.</p> <p>Use key vocabulary to demonstrate</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</p> <p>Produce creative work, exploring their ideas and recording their experiences;</p>

	knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange		e.g. overlapping, tessellation, use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	strand: texture, shape, form, pattern, mosaic.		knowledge and understanding in this strand: shape, form, arrange, fix.	
Digital media  Consider e-safety and getting permission to take photos of other children	Explore ideas using digital sources Record visual information using digital cameras Use a simple graphics package to: Create lines, changing the size of brushes in response to ideas. Using eraser, shape and fill tools. Using simple filters to manipulate and create images.	Record visual images using a digital camera. Manipulate the image, selecting part of the image, cropping, resizing and modifying.	Present recorded visual images using software e.g. Photostory, PowerPoint • Create images, video and sound recordings and explain why they were created	Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create <u>shapes</u> by making selections to cut, duplicate and repeat Experiment with <u>colours and textures</u> Create images, video and sound recordings and explain why they were created	Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images	Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.) • Enhance digital media by editing (including sound, video, animation, still images and installations).	Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Produce creative work, exploring their ideas and recording their experiences;
Work of other artists 	• Use some of the ideas of artists studied to create pieces. Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a	• Use some of the ideas of artists studied to create pieces. Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists	• Create original pieces that are influenced by studies of others. Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast	• Create original pieces that are influenced by studies of others. Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast	Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other	Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces	Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

<p><u>Take inspiration from the greats</u> <u>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</u></p>	<p>range of different artists through history throughout KS1.</p> <p>To understand 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.</p> <p>describe the work of famous, notable artists and designers;</p> <p>express an opinion on the work of famous, notable artists;</p> <p>use inspiration from famous, notable artists to create their own work and compare;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Jasper Johns, Andy Goldsworthy, Richard Long, Patrick Heron, John Constable, Vincent Van Gogh</p>	<p>through history throughout KS1.</p> <p>To understand 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.</p> <p>describe the work of famous, notable artists and designers;</p> <p>express an opinion on the work of famous, notable artists;</p> <p>use inspiration from famous, notable artists to create their own work and compare;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Frieda Kahlo, Henry Rousseau, Wassily Kandinsky, Anthony Frost, Henri Matisse, Bridget Riley, Kurt Schwitters</p>	<p>artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can: use inspiration from famous artists to replicate a piece of work;</p> <p>reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Michael Angelo, Hokusai, Vincent Van Gogh, Sean Scully, Paul Klee, Victor Vasarely, Henri Matisse, Howard Hodgkin</p>	<p>artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can: use inspiration from famous artists to replicate a piece of work;</p> <p>reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Wassily Kandinsky, Vivianne Westwood, Paul Cezanne, John Brunsdon, Georgia O Keefe, Henri Matisse, Francis Bacon, Andy Warhol, Dale Devereux, Barker, JMW Turner, Michael Brennand Wood</p>	<p>artists.</p> <ul style="list-style-type: none"> • Create original pieces that show a range of influences and styles. <p>To learn about great artists, architects and designers in history.</p> <p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>give detailed observations about notable artists', artisans' and designers' work;</p> <p>offer facts about notable artists', artisans' and designers' lives;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Paul Cezanne, Henri Rousseau, Hans Holbein, Frida Kahlo, Patrick Heron, Patrick Caulfield, Cubism-Picasso, Braque, Chinwe Chukwuogo-Roy, Gustav Klimt, Norman Foster, Antonio Gaudi, Henry Moore</p>	<p>that show a range of influences and styles.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>give detailed observations about notable artists', artisans' and designers' work;</p> <p>offer facts about notable artists', artisans' and designers' lives;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Paul Cezanne, Henri Rousseau, Hans Holbein, Frida Kahlo, Patrick Heron, Patrick Caulfield, Cubism-Picasso, Braque, Chinwe Chukwuogo-Roy, Gustav Klimt, Norman Foster, Antonio Gaudi, Henry Moore</p>	<p>To consider Art and Design as a viable career choice through working collaboratively with professional artists and designers.</p> <p>Evaluate and analyse creative works using the language of art, craft and design;</p>
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Arts Mark Gold Criteria

At primary level, the setting clearly links arts and culture to wider learning opportunities for children and young people so that they can apply their arts learning in a wider context.

The setting can demonstrate the impact of developing the voice of children and young people by involving them in planning and delivering authentic arts and cultural experiences. Children and young people take ownership of their engagement and personal progression within the arts.

The setting's curriculum demonstrates an understanding of, and a commitment to establishing, high quality arts and cultural provision that connects subjects and learning outcomes across all phases and links to the whole setting's pedagogy

The setting can provide evidence of established arts and cultural provision that makes sure all children and young people have opportunities to perform, see live performances, and to create and evaluate artworks in a range of media.

The setting can provide evidence that they have worked with professional artists and organisations to develop educators' knowledge, skills and understanding of delivering high quality arts and cultural education, collaborating to produce quality teaching resources, and this is having measurable effects on the quality of provision.

The setting can demonstrate that it has developed partnerships with a range of arts and cultural organisations and can provide evidence of the positive impact on outcomes for children, young people and staff. The setting is working in partnership with other settings, sharing resources and good practice.

The setting can demonstrate the impact of arts and culture in their PSED evidence. The whole setting shows an understanding of, and commitment to, equality of opportunity to arts and cultural experiences.