



Our Lady of Lourdes Skills, Knowledge and Vocabulary Progression Map showing Interleaving – Art and Design

For Curriculum Topic Information; please see the relevant Yearly Plan in our Reading Curriculum.

Curriculum Intent

Live: Art and Design enables children to express themselves in a creative, imaginative manner and through exploration. We intend to teach the children a skills-based curriculum, with individuality and creativeness flowing through everything they do. The children will be encouraged to build on their previous knowledge and will become aware that art and design is all around us, and that it is a huge part of everyone's life

Love: It is our intention for children at Our Lady of Lourdes School to develop an interest and love of art in the community and in the wider world, enjoying art from the past and appreciating modern art.

Learn: Children will develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an engaging and accessible curriculum which will enable children to reach their full potential.

Skills Progression:

Cohort	Autumn	Spring	Summer
	Drawing	Painting	Printing:
Year 1	<p>Use viewfinders to focus on a particular area. Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc Draw as an individual and as part of a group on a large drawing Make drawings as a starting point for work in other areas such as textiles, mask making etc Use pencil crayons to create coloured drawings Draw faces putting features in the correct places Communicate something about themselves in their drawing. Create moods in their drawings</p>	<p>Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc Paint a picture of something they can see. Communicate something about themselves and moods in their paintings.</p>	<p>Design own blocks with card and print with sponge rollers Use Press print Develop mono printing by mixing colours Develop printing using stencils and found objects by creating more complex patterns Print onto paper and textile</p>
Year 1 GD	<p><i>Draw with different medium eg wax crayon, oil and chalk pastels and apply different pressures, Use charcoal and begin to explore blending and smudging.</i></p> <p>Drawing</p>	<p><i>Begin to mix media e.g add detail with pen over painting Experiment with different artist approaches</i></p> <p>Painting</p>	<p><i>Begin to experiment with other printing techniques e.g. pressing, rubbing, rolling and stamping</i></p> <p>Printing</p>
Year 2	<p>Draw objects from observation, memory and imagination</p>	<p>Make paintings and draw on top to add detail (mixed media)</p>	<p>Begin to create screen prints Continue to develop mono printing by mixing colours</p>

	<p>Make drawings that focus on pattern or texture</p> <p>Make drawings that show how something changes over time</p> <p>Draw with wax crayon using different pressures</p> <p>Draw with charcoal and pastel, blending and smudging</p> <p>Can use ball point pen to make fine marks</p> <p>Begin to show pattern and texture in their drawing</p>	<p>Mix tints, shades (adding black and white) and secondary colours</p> <p>Look at the work of other artists and experiment with their approaches</p>	<p>Create prints by pressing, rolling, rubbing and stamping</p> <p>Re-create a print like a designer/artist</p>
Year 2 GD	<p><i>Introduce different grades of pencil to explore soft and hard lines.</i></p> <p><i>Start using small sketches to develop produce a final piece.</i></p> <p style="text-align: center;">Drawing</p>	<p><i>Select an appropriate brush type, size and style depending on the task</i></p> <p><i>Use different brushes for different effects</i></p> <p style="text-align: center;">Painting</p>	<p><i>Make and print card blocks in 2 colours</i></p> <p><i>Print onto paper and fabric</i></p> <p style="text-align: center;">Printing</p>
Year 3	<p>Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)</p> <p>Show facial expression in their drawing</p> <p>Use small sketches to produce a final piece</p> <p>Write an explanation of their sketch.</p> <p>Use shading to create tone</p>	<p>Select an appropriate brush type, size and style depending on the task</p> <p>Can mix colours with accuracy</p> <p>Know where the colours are on the colour wheel (primary and secondary)</p> <p>Create a background using a wash</p> <p>Use different brushes for different effects</p> <p>Explore links between colours and feelings</p> <p>Use artists' work as a starting point and create work in the style of different artists</p>	<p>Make and print card blocks in 2 colours</p> <p>Make texture blocks and print (sponge rollers)</p> <p>Print onto paper and fabric</p>

	Use different pressures to create hard and soft lines	Work as an individual and as part of a group	
Year 3 GD	<p><i>Draw demonstrating an understanding of line, tone, scale, texture and depth</i></p> <p><i>Explain why they have chosen specific materials to draw with</i></p>	<p><i>Begin to experiment with different thickness of paints</i></p> <p><i>Begin to create moods in their paintings</i></p>	<i>Print using different materials and using 4 colours</i>
	Drawing	Painting	Printing
Year 4	<p>Draw demonstrating an understanding of line, tone, scale, texture and depth Use mirrors, viewfinders, magnifying glasses etc to aid observation Begin to show facial expression and body language in their drawings Show reflections Explain why they have chosen specific materials to draw with Use mirrors, viewfinders, magnifying glasses etc to aid observation Begin to show facial expression and body language in their drawings Show reflections Explain why they have chosen specific materials to draw with</p>	<p>Work in monochrome (shades of one colour) look at and make paintings with background, foreground and middle ground and use perspective. Create moods in their paintings Use shading in their painting to create feelings Mix and match colours for purposes (e.g. skin colours) Mix different thicknesses of paints</p>	<p>Can print using 4 colours Can create accurate print design Print onto different materials</p>

Year 4 GD	<p><i>Organise line, tone, shape and colour to represent figures and forms in movement</i></p> <p><i>Begin to use shade to show mood and feeling.</i></p>	<p><i>Use layers of paint to add detail to background colours</i></p> <p><i>Begin to express own emotions through their painting</i></p>	<p><i>Work back into prints with stitching, collage, drawing etc.</i></p>
Year 5	<p>Drawing</p> <p>Use new media such as pen and ink Make a collection of drawings around a theme Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber Prepare a drawing surface to create a wax crayon image (e.g. colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface) Draw with pastel and charcoal Draw simple objects including texture Shade to show mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement</p>	<p>Painting</p> <p>Use layers of paint to add detail to background colours Create mixed media work – work back into paintings create different skin tones Create mood and feelings in their paintings Express their own emotions accurately through their painting</p>	<p>Printing</p> <p>Print using a number of colours Create a print that meets a given criteria Print onto different materials Develop screen printing by cutting masks Work back into prints with stitching, collage, drawing etc.</p>
Year 5 GD	<p><i>Combine different tools to create their drawing.</i></p>	<p><i>Explain and establish their own style</i> <i>Begin to use a wide range of techniques in their work</i></p>	<p><i>Develop an awareness of other printmakers such as Andy Warhol, Paul Hipkiss.</i></p>

	<p><i>Begin to explain why they combined different tools to create their drawing.</i></p> <p>Drawing</p>	<p><i>Begin to explain why they have chosen specific painting techniques</i></p> <p>Painting</p>	<p><i>Begin to look carefully at the methods that they use and make decisions about the effectiveness of their printing method</i></p> <p>Printing</p>
Year 6	<p>Pastel and charcoal Sketches communicate emotions and a sense of self within accuracy and imagination Explain why they combined different tools to create their drawing Explain why they have chosen specific drawing techniques</p>	<p>Explain and establish their own style Use a wide range of techniques in their work Explain why they have chosen specific painting techniques Can add texture into paint by adding PVA, sawdust, sand etc. Use brushes in different ways with thickened paint Create mixed media work – work back into paintings</p>	<p>Children can overprint using different colours Look carefully at the methods that they use and make decisions about the effectiveness of their printing method Print for a specific purpose such as Christmas cards, wrapping paper etc. Link printmaking with Numeracy by making a block and rotating it different degrees to make a design Look at the work of other printmakers such as Andy Warhol, Paul Hipkiss</p>
Year 6 GD	<p><i>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</i> <i>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</i></p>	<p><i>To begin to develop a critical understanding of artists works in order to strengthen the visual impact or applications of their work</i></p>	<p><i>To begin to develop a critical understanding of printmakers works in order to strengthen the visual impact or applications of their work</i></p>

Vocabulary, Interleaving Opportunities and Knowledge Progression:

Year Group: YR (Drawing, painting and sculpture are done each half term in EYFS rather than half termly therefore the layout is slightly different)

Foundations in Drawing				Foundations in Painting			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Draw Pencil/pen Mark making Line Everyday language of shape (round, straight, curved)	-Experimenting with tools and materials - Using tools for a purpose	Cross curricular links throughout each topic	-Using imagination and creativity -Sense of enjoyment and fascination -Responding positively to artistic opportunities -Exploring cultural diversity (link to UW)	Paint Brush Colour names	-Exploring colour mixing -Experimenting with different textures -Using paint with brushes, tools, body parts	Cross curricular links throughout each topic	-Using imagination and creativity -Sense of enjoyment and fascination -Responding positively to artistic opportunities -Exploring cultural diversity (
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
-I understand that lines can be used to enclose space -I understand that they can mark make -I understand that you can use different materials to draw -I know that you can manipulate tools to achieve planned effects -I understand that they need to hold drawing materials correctly -I understand that they can capture experiences using drawing		-I can use a variety of tools to mark make -I can choose appropriate shapes and lines to create simple representations of events, objects and people -I can represent my own ideas, thoughts and feelings through drawing -I can create closed shapes with continuous lines. -I can show accuracy and care when drawing -I can explain the process I have used e.g. I have used...because...		-I know that when you mix colours together, they can make new colours -I understand that paint takes different forms -I understand that you can paint using different materials (not just brushes) -I understand that they can capture experiences using paint and other materials		-I can use and make colours for a purpose -I can choose appropriate shapes and lines to create simple representations of events, objects and people -I can safely use techniques to experiment with colour -I can explain the process I have used e.g. I have used...because...	

Foundations in Sculpture (including textiles, printing, collage)			

Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Join Attach Tools (e.g. sellotape, glue, masking tape) Build Construct 2D 3D	-Experimenting with constructing and stacking -Joining construction pieces together -Using tools for a purpose -Manipulation of materials	Cross curricular links throughout each topic	-Using imagination and creativity -Sense of enjoyment and fascination -Responding positively to artistic opportunities -Exploring cultural diversity (link to UW and around the world topic)				



<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know</p>	<p>Key skills Which can be applied once the knowledge is understood</p>		
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<ul style="list-style-type: none"> -I understand that I can assemble using different tools -I understand that I can construct using different materials -I know that they I create collaboratively -I know that I can join materials together using different resources -I know I can develop ideas through experimentation -I know that textures can be created using different resources and that these may feel similar or different -I understand how to use materials safely -I understand that I can capture experiences using different materials 	<ul style="list-style-type: none"> -I can safely choose tools of preference -I can use tools for a purpose -I can represent their own ideas, thoughts and feelings through sculpture -I can use 2D and 3D structures to explore materials -I can create collaboratively -I can explain the process they have used e.g. I have used...because...-I can safely use a range of small tools -I can create different textures using different tools -I can safely manipulate tools to experiment with design, form and function 		
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Year Group: YR1

Y1 Autumn Term 1 Drawing – (Paul Klee)				Autumn Term 2:			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Draw Sketch Mark making Line Shape (and language of this e.g. 2D shape names)		<p>Maths – shape names Fine motor</p> <p>Spiritual- use of imagination and creativity, reflecting on their art work, fascination about learning about the world around them (animals)</p> <p>Moral- appreciating others’ viewpoints in relation to preferences of art Social-mutual respect, care for the environment Cultural- understanding the life and culture of focus artist</p>					
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<p>I know how to hold a pencil correctly</p> <p>I know that pressure effects the colour of line made</p> <p>I know what a sketch is (a rough or unfinished drawing)</p>		<p>-I can choose different drawing and materials to make different marks</p> <p>-I can create a sketch (a quick drawing) using observational skills</p> <p>-I can represent shapes and lines based on looking and observing</p>					

I understand that they need to look at shapes and lines in order to draw something they can see		<ul style="list-style-type: none"> -I can use their hand pressure to make different marks -I can sketch based on observation -I can give reasons for my choices and reviewing how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work 					
Y1 Spring Term 1 Painting- Animal art – animals from 7 continents				Spring Term 2:			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Paint Brush Sponge Primary colour (and names of these) Observation (Language of reasoning and giving reasons – e.g. I think...because...)	EYFS – exploring colour mixing and different effects which tools and materials make -choosing particular colours for a purpose Painting animal patterns	English- lost and found – Oliver Jeffers Geography – continents Maths- patterns	Spiritual- use of imagination and creativity, reflecting on their art work, fascination about learning about the world around them (animals) Moral- appreciating others’ viewpoints in relation to preferences of art Social-mutual respect, care for the environment				
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<ul style="list-style-type: none"> -I know how to control the brush to make certain movements or effects -I know how to use paint correctly and safely (use of water for cleaning) -I know that colours mix to make new colours (in a palette) -I know that paint is one of many art mediums -I understand that you can paint 		<ul style="list-style-type: none"> -I can use different size brushes create different thicknesses of line -I can use different tools and materials create different effects and textures -I can achieve a planned effect by using a tool or brush of their choice -I can observe and explore how colours change when they are mixed together -I can give reasons for my choices 					

<p>with any tool or object (not just a brush)</p> <ul style="list-style-type: none">-I understand that there are different types of paint	<p>and reviewing how successful it was (self and peer)</p> <ul style="list-style-type: none">-I can share thoughts and opinions about artists and their art work		
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Y1 Summer Term 1:				Summer 2: Printing (Fruit printing)			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				Fruit names Skin Flesh Seeds Make Pattern Print Repeat shape	Patterns from animal art	Maths- shape names Repeating patterns EYFS – handprints Science- how fruits grow	Spiritual- use of imagination and creativity, reflecting on their art work, fascination about learning about the world around them (different fruits) Moral- appreciating others' viewpoints in relation to preferences of art Social- mutual respect, care for the environment Cultural- learning about fruits from other countries
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
				I know how to create a fruit print with paint I know how to create a repeating pattern		I can create prints of natural objects (fruits) using paint I can explore printing with different fruit by pressing and rolling to create different effects/patterns	

			Pier Ive put this in red because I moved it to summer 1 but havent managed to do it. I might get a bit of it done first week after half term. But I also have DT to do next term and I should get that one done.
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Year Group: YR2

Y2_ Autumn Term 1: Drawing (L S Lowry)				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Proportion Names of resources: pastel, pencil, chalk/charcoal Grade (in relation to pencils) LS Lowry, industrial landscape gallery, drawing, painting.	EYFS- Experimental mark making Y1- Paul Klee	Geography- where is Greater Manchester History- life and times of LS Lowry	Spiritual- use of imagination and creativity, reflecting on their artwork Moral- appreciating others' viewpoints in relation to preferences of art Social- mutual respect, ideas of British values in comparison within mid 20 th C. Cultural- understanding the life and culture of focus artist, thinking about present day Britain and comparing this with the past, understand own heritage				

Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<p>-I understand that there are different grades of pencil and these are used to create different tones</p> <p>-I know that you can draw different types of lines</p> <p>-I know that you can draw using different materials, not just pencil (and different effects will be achieved)</p> <p>-I know that application of pressure effects the mark making of different lines</p> <p>-I know that the proportion of an object is its relative size to another object</p> <p>-I know that their school pencil is HB and that there are other grades of pencil</p>		<p>I can use the language of line and tone (shading) using pastel, pencil and chalk/charcoal</p> <p>-I can create different lines and tones</p> <p>-I can use drawing and mark making materials to make marks, lines and curves</p> <p>-I can hold materials effectively with dexterity and control</p> <p>-I can draw proportion of faces</p> <p>-I can give reasons for my choices and reviewing how successful it was (self and peer)</p> <p>-I can share thoughts and opinions about artists and their artwork</p>					
Y2 Spring Term 1: Painting (Lubaina Himid)				Spring Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>Brush</p> <p>Paint</p> <p>Thickness</p> <p>Mural</p> <p>Secondary colours (and names of these)</p> <p>Primary colours</p> <p>Line</p> <p>Apply</p> <p>Brush strokes</p>	<p>EYFS: Self portraits</p> <p>Exploring paint processes</p> <p>Y1: animals from 7 continents art</p>		<p>Spiritual- use of imagination and creativity, reflecting on their art work</p> <p>Moral- appreciating others' viewpoints in relation to preferences of art</p> <p>Social-mutual respect, respect of ethnic backgrounds</p> <p>Cultural- understanding the life and culture of focus artist, explore cultural diversity</p>				

Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	
<ul style="list-style-type: none"> -I understand that primary colours are mixed together to make secondary colours -I know the names of primary and secondary colours -I know how to hold a paintbrush effectively -I know how to use paint and materials safely and sensibly 		<ul style="list-style-type: none"> -I can make a purposeful selection of brushes and materials to apply paint -I can identify colours from observation -I can use primary colours to make up the secondary colours -I can select different size brushes to allow them to paint within lines -I can give reasons for my choices and reviewing how successful it was (self and peer) -I can share thoughts and opinions about artists and their artwork. 			
Y2 Summer Term 1: Printing – Orla Kiely				Summer Term 2	
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>
Orla Kiely Pattern Print Shape Design Colour relief press, fabric printing, complex pattern, materials, ink, scoring	Hand prints EYFS Fruit printing Year 1	History = life and times of Orla Kiely Geography- Ireland	Spiritual- use of imagination and creativity, reflecting on their art work Moral- appreciating others' viewpoints in		

		relation to preferences of art Social-mutual respect Cultural- understanding the life and culture of focus artist			
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	
<p>I know that Orla Kiely's designs are based on simple animal and plant shapes.</p> <p>I know how to build repeating patterns and recognise pattern in the environment.</p>		<p>I can recreate a print in the style of Orla Kiely</p> <p>I can create simple designs for printing, exploring pattern and shape.</p> <p>-I can choose appropriate colours for purpose</p> <p>-I can give reasons for my choices and reviewing how successful it was (self and peer)</p> <p>-I can share thoughts and opinions about artists and their artwork</p>			

Year Group: YR3

Autumn Term 1: y3 Drawing- pencil self portrait possible artists Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Line Tone Proportion Viewfinder Enlarge Scale Perspective	Drawing experiences in YR of mark making. Self portraits YR Drawing and mark making from Y2 Using line and tone Y2 Links to prior artists Paul Klee Y1 & LS Lowry and Lubaina Himid Y2		Cultural – influences, culture. Spiritual – creative learning. Reflecting on work. Social-exploring different people through art.				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
<ul style="list-style-type: none"> -I know and be able to explain the difference between line and tone -I know and refer to previous learning on mark making: know how to create different lines e.g. more pressure etc... -I understand how to recognise facial features -I understand how to hold a pencil correctly -I know proportion of body parts and have an understanding of what goes where -I understand how to make choices based on likes and dislikes -I know how to explain my ideas -I understand how to identify elements in art work that they have done successfully 		<ul style="list-style-type: none"> -I can demonstrate line and tone using graded pencils and chalk/charcoal -I can use a range of lines for effect (e.g. broad, dark, thin, light, bold) -I can draw the proportion of face and body -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work 					

-I understand and identify how I could improve							
Y3 Spring Term 1: Painting artist- Warhol and pop art movement				Spring Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
blocking in, wash, watercolour wash, thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum	Self-portraits in EYFS Self portraits – Y3 Autumn Term	History – pop art movement Popular culture in 1950s/60s	Social differences in time re: popular culture Spiritual – creative learning. Reflecting on work. Moral- appreciating others' viewpoints in relation to preferences of art Social-mutual respect				
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
-I know some of Andy Warhol's famous paintings including Campbells soup and portrait of celebrities. I know what a portrait is -I know how to identify elements in artwork that they have done successfully I understand how I could improve		I can use Warhol's blotted line technique to create artwork. I can describe the features of Pop art I can design and create my own Pop art using items from current popular culture I can fairly evaluate my artwork and the artwork of others I can share thoughts and opinions about artists and their artwork					

Y3 Summer Term 1				Summer Term 2: Printing unit – design a print for an Olympic medal Press design into polystyrene tiles			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
variety, design, symmetrical asymmetrical reflection, symmetry Endpiece Impressed line Overlaying Random pattern Repeated pattern	EYFS Handprinting Fruit printing Year 1 Year 2 Orla Kiely style prints	History of Olympics Romans Geography -Greece PE- Olympics	Spiritual- use of imagination and creativity, reflecting on their artwork Moral- appreciating others' viewpoints in relation to preferences of art Social- mutual respect Cultural- understanding the life and culture of Ancient Greece				
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	

<p>I know that polystyrene is a material I know that polystyrene can be pressed into I understand that printing is a historical medium and not all printings are the same or have been created in the same way, using the same materials I understand how to identify elements in art work that they have done successfully I understand and identify how they could Improve</p>	<p>I can combine prints taken from different objects to produce an end piece I can continue to experiment with pattern, rotation and overlapping and also use a range of colour. I can continue to explore mono-printing using motifs and colour. I can continue to explore relief printing (including string, insulation and polystyrene tile printing). I can print on different types of paper materials.</p>		
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Year Group: YR4

Autumn Term 1				Y4 Autumn Term 2: Drawing - Graffiti art- artists Banksy and Keith Haring			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				Tone, Line, Perspective Profile, Scale, Enlarge Tag, Stylised graffiti lettering, pencil pressure, proportion, features, images, information, guidelines, highlight, silhouette,	EYFS- Experimental mark making Year 1 -Paul Klee Year 2 – LS Lowry Y3 self portraits	History of Graffiti art Life and works of Banksy	Social – exploring people through art Moral-is graffiti art vandalism? Can art be used for political activism? Moral messages? Spiritual – creative learning. Reflecting on work. Cultural: graffiti art around the world
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
				-I know that different graded pencils create a different tonal line -I know which graded pencil creates which effect -I know that the application of pressure also effects the tone of the pencil -I know how to hold a pencil in different ways to create effects (sideways, wider line, horizontal thinner line) I know how to create different textures / effects using techniques. -I understand how to identify a light source or direction of light		-I can use a full range of pencils, chalk and charcoal for a purpose -I can use tone to shade 3D shapes (smudging, cross-hatching, dotting) -I can use a viewfinder to select a view from an image -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work	

				-I understand how to draw what they see -I know how to identify elements in artwork that they have done successfully -I understand and identify how they could improve			
Spring Term 1: y4 Painting Frontalism and Egyptian Art				Spring Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Frontalism Apply Texture Effect wet on wet crosshatching stippling scumblingtertiary colours	EYFS: Self portraits Exploring paint processes Y1: animals from 7 continents art Y2: Lubaina Himid Y3: Warhol pop art	History Ancient Egyptians	Cultural – differences in historical society Moral – use of natural materials to create art (sustainability) Social – working with others, creating images of people Spiritual – creative learning. Reflecting on work.				
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	

<p>-I know how to hold a paintbrush, apply paint to it and remove paint to change colour</p> <p>-I understand that small paint brushes are used for small spaces and detail and larger paintbrushes are used to paint larger areas.</p> <p>-I understand that by adding materials to paint you can create different textural effects</p> <p>-I understand that by using different application techniques you can create different effects.</p> <p>-I know what a tertiary colour is and how to create them</p> <p>-I know how to identify elements in art work that I have done successfully</p> <p>-I understand and identify how I could improve</p>	<p>- I can make a purposeful selection of brushes and materials to apply paint</p> <p>-I can create different textures by adding in materials: sand/sawdust/glue.</p> <p>-I can use different brushes for different techniques: wet on wet crosshatching/stippling/ scumbling</p> <p>-I can lighten and darken colours using varying amounts of black and white</p> <p>-I can evaluate the reasons for my choices and review how successful it was (self and peer)</p> <p>-I can share thoughts and opinions about artists and their art work</p>		
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Y4 Summer Term 1 – Printing – Brazilian Artist Beatriz Milhazes				Summer Term 2			
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Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
refine, resist printing, printing block, canvas	Y1- spring term- Animal art from 7 continents Y2- Orla Kiely style printmaking Y3- Olympic medal design printmaking	Geography- Brazil	Spiritual -use of imagination and creativity in their learning Moral - appreciating others' viewpoints in relation to preferences of art Social - mutual respect, respect of ethnic backgrounds Cultural- understanding the life and culture of focus artist, explore cultural diversity				

Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>
<p>To know and understand when making own printing blocks - add more detail after 1st print and print again with a 2nd colour.</p> <p>To know how to make a relief print (<i>usually a block printing technique where the printing block has raised sections.</i>)</p> <p>To know how to make an impressed print. (impressed print – <i>when the printing block is created by carving out the surface.</i>)</p>	<p>I can create tessellations patterns.</p> <p>I can use relief and impressed printing processes.</p> <p>I can use language appropriate to skill.</p> <p>I can colour mix blend through overlapping colour prints.</p> <p>I can use roller and inks and take prints from other objects. (leaves, fabric, corrugated card) to show texture.</p> <p>I can combine prints taken from different objects to produce an end piece.</p>		

Year Group: YR5

Autumn Term 1: Y5 - Drawing -sketches of Grendel				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Techniques: line/tone/smudging/cross-hatching/dotting Viewfinder Sketching Perspective Position Relative sizes Symbolism	EYFS-Experimental mark making Year 1 -Paul Klee Year 2 – LS Lowry Year 3- pencil self portrait possible artists Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat. Year 4 -Banksy Y4 DT- dragon eyes	History- Viking invasion	Spiritual – use of imagination and creativity in their learning Moral- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Cultural- understanding and appreciation of the				

			wide range of cultural influences that have shaped their own heritage and that of others		
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Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<ul style="list-style-type: none"> -I know how to select and use specific equipment to create a specific effect -I understand one point perspective and how it works -I know how to create quick observational sketches in a limited amount of time -I understand how to use a light touch (not drawing or adding details) -I know how to select an image from a viewfinder -I know how to identify elements in art work that I have done successfully -I understand and identify how I could improve 		<ul style="list-style-type: none"> -I can selecting appropriate techniques to achieve a specific effect (e.g. line/tone/smudging/cross-hatching/dotting) using pencils, chalk and charcoal -I can apply simple rules of perspective (one point) -I can develop quick studies from observation recording action and movement (sketching) -I can enlarge an image from a viewfinder -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work 					
Spring Term 1				Y5: Spring Term 2: Painting (Japanese artist Hokusai- The great wave) local marine and landscape artist Mick Bensley			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC

				<ul style="list-style-type: none"> -Techniques: wet on wet crosshatching/stippling/scumbling/flat wash and blend -Texture -Apply -Mix -Ratio -Brush strokes -Watercolour 	<p>EYFS: Self portraits Exploring paint processes</p> <p>Y1: animals from 7 continents art</p> <p>Y2: Lubaina Himid</p> <p>Y3: Warhol pop art</p> <p>Y4; Frontalism and Egyptian art</p>		<p>Spiritual – creative learning. Reflecting on work.</p> <p>Social – differences in historical society, change of landscape from them and now.</p> <p>Moral – changing seas – pollution.</p>
<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge</p> <p>The minimum all pupils should know</p>		<p>Key skills</p> <p>Which can be applied once the knowledge is understood</p>		<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge</p> <p>The minimum all pupils should know</p>		<p>Key skills</p> <p>Which can be applied once the knowledge is understood</p>	
				<ul style="list-style-type: none"> -I know that different size brushes and bristles create different effects -I understand how to make choices on how to create texture using a range of materials -I understand how to apply paint to create a range of effects -I know how to colour mix effectively -I know how to identify elements in art work that I have done successfully -I understand and identify how I could improve 		<ul style="list-style-type: none"> -I can make a purposeful selection of brushes and materials to apply watercolours -I can use different brushes for different techniques to create a wash with watercolours e.g. wet on wet crosshatching/stippling/scumbling/flat wash and blend -I can demonstrate an understanding of secondary and tertiary colours and apply appropriately -I can make secondary and tertiary colours and lighten or darken colours without using white or black -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work 	
Summer Term 1: y5 Printing – refugee journey				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past	Links to wider curriculum (e.g. different subjects or key stages)	SMSC

	<i>topics can be revisited)</i>				<i>topics can be revisited)</i>		
				Final outcome Negative Relief Positive Screen printing Stencil cut Transfer	EYFS- Handprints Y1: fruit prints Y2: Irish printer- Orla Kiely Y3: Olympic medal print Y4: Brazilian printer Beatriz Milhazes	English – Boy at the back of the class The journey	Spiritual- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people’s faiths, feelings and values Social- mutual respect Moral - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Cultural understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.

Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know			
				To know and understand when making own printing blocks - add more detail after 1st print and print again with a 2nd colour, add more detail for 3 rd colour etc. To know how to make a relief print (usually a block printing technique where the printing block has raised sections.)		I can print using a number of colours I can create a print that meets a given criteria I can print onto different materials I can work back into prints with stitching, collage, drawing etc.	

Year Group: YR6

Autumn Term 1: y6 Painting –Frances Hatch inspired Antarctica painting.				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Techniques: wet on wet crosshatching/ stippling/ flat wash and blend Texture sketchbooks, record, observe, review, revisit, improve, design, techniques, materials, mix, atmosphere, light effects, primary colours, secondary colours, wet, dry, watercolour, imagination	EYFS: Self portraits Exploring paint processes Y1: animals from 7 continents art Y2: Lubaina Himid Y3: Warhol pop art Y4; Frontalism and Egyptian art Y5-Hokusai and local artist Mick Bensley	History - Who is Shackleton? Geography: Where is Antarctica on the globe and a map? Why is Antarctica a continent and the Arctic not? Where was the planned route going? PSHCE: What qualities make a good leader? What makes a great team? Why do explorers do what they do? What is it like to face a challenge? Can you conquer your fears? Can you co-operate with your peers?(Challenge) Who is the leader in your team? What is the challenge? How will you work together to solve the problem?	Spiritual sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning Moral- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues- GLOBAL WARMING Social- mutual respect Cultural- willingness to participate in and respond positively to artistic opportunities				

Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>
<p>To know something of the work of artist Frances Hatch and use it as inspiration to create own work based on continent of Antarctica</p> <ul style="list-style-type: none"> -I know that different size brushes and bristles create different effects -I know how to make choices on how to create texture using a range of materials -I know how to apply watercolours to create a range of effects -I know how to colour mix effectively -I know how to identify elements in art work that they have done successfully -I understand and identify how they could improve -I know that there is a wide range of different colours and tones to represent ice. 	<ul style="list-style-type: none"> -I can make a purposeful selection of brushes and materials to apply paint -I can identify areas of an image where adding texture: sand/sawdust/glue will enhance the overall effect -I can use different brushes for different techniques to create a wash (watercolours) e.g. wet on wet crosshatching/stippling/scumbling/flat wash and blend -I can explore of colour mixing to create icy tones -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work 		

Spring Term 1:				Spring Term 2 y6 Drawing – sketching refugee art			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				Line Tone Smudging Cross hatching Dotting Effect Sketching Scale Proportion	EYFS-Experimental mark making Year 1 -Paul Klee Year 2 – LS Lowry Year 3- pencil self portrait possible artists Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat. Year 4 -Banksy- graffiti art Year 5- Grendel sketches Y5 Refugee art- Y5:Boy in the back of the class Y5: The journey	Literacy/Reading - The Arrival by Shaun Tan	Cultural- differences in language, customs, buildings, food etc Moral - lifestyle changes Spiritual - creative learning. Reflection on being a refugee and feeling of alienation. Moral - does anyone who is forced to move to preserve their lives or human dignity have a moral claim on the hospitality of others?
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	

		<p>I know how to use different sketching pencils for different effects</p> <p>I know how to blend, spread and erase charcoal to create different effects</p> <p>I know how to combine different tools to create their drawing</p> <p>I know how to develop use of different techniques to show texture, such as marks and lines.</p> <p>I know how to use a range of techniques to show texture and record my observations in my sketchbook</p> <p>I know how to manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>I know how to develop the use of different techniques to show depth and distance, such as perspective and shadow.</p>	<p>I can communicate emotion through my sketches</p> <p>I can use charcoal/ sketching pencils in different ways to show texture such as marks and lines.</p> <p>I can explain why I used different tools to create my drawing.</p> <p>I can maintain concentration over sustained periods to develop drawings.</p> <p>I can analyse and evaluate my work, and that of others, in order to strengthen the visual impact or applications of the work</p>
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Summer Term 1				Summer Term 2: y6 Printing design a book jacket image for own spooky story			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				Monochrome Negative space Printing Effect Textures	EYFS- Handprints Y1: fruit prints Y2: Irish printer- Orla Kiely Y3: Olympic medal print Y4: Brazilian printer Beatriz Milhazes Y5: refugee journey prints Y5- Hokusai the great wave and Mick Bensley marine and landscape images Y5: The Titanic Detective Agency and on the mystery/horror and graphic novel genres The Watertower	English- Thornhill-	Spiritual sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning Moral- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues- Social- mutual respect Cultural- willingness to participate in and

						respond positively to artistic opportunities
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know	Key skills Which can be applied once the knowledge is understood	Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know	Key skills Which can be applied once the knowledge is understood			
		<ul style="list-style-type: none"> -I know that monochrome is an image using one base colour or hue IN AUTUMN TERM -I know that negative space is the space around a subject or image (not previously taught). -I know that printing is the process of making images that can be transferred onto other surfaces -I know how to create a stencil (WILL USE THIS MORE NEXT YEAR AFTER EXPERIMENTING WITH IT THIS YEAR!) -I know that printing on different materials creates a different finish or effect. -I know how to identify elements in art work that I have done successfully -I understand and identify how I could improve 	<ul style="list-style-type: none"> -I can explore positive and negative space (monochrome foil printing) -I can create a stencil for printing by cutting out negative shape -I can experiment with printing on textiles, paper and card. -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work 			