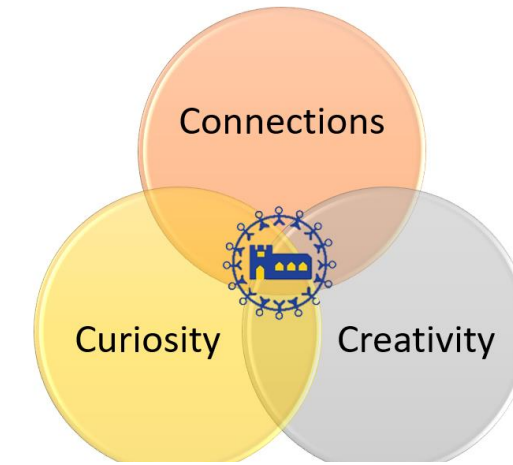




Art – Knowledge and Skills Progression



Intent

At Lyne and Longcross School, we want our children to love art, craft and design. We aim to give them opportunities to become creative and curious learners who are not afraid to experiment and try new things. We want them to have no limits to what their ambitions are and to grow up wanting to be illustrators, graphic designers, fashion designers, curators, architects or printmakers. Our Art curriculum is designed to engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art. As pupils progress, they should gain a deeper understanding of how Art and Design reflects and shapes our history, and how it contributes to the culture, creativity and wealth of our world. We want to equip our children with not only the minimum statutory requirements of the Art and Design National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We want our children to learn from other cultures and to respect diversity. To that end, we have carefully selected a wide range of unique and diverse artists, craft makers and designers for children to study.

Implementation

Our Art curriculum is designed to ensure that children of all backgrounds and academic levels can enjoy, succeed and progress in each lesson. Based upon the National Curriculum we have created a carefully structured progression of skills which the children will be taught as they progress through the school. Our Art lessons will often link with the themes which the children are learning about in their other subjects.

At Lyne and Longcross Art is taught in every year group, once per week or blocked into units of work. Every child has their own sketchbook, they use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions. Throughout the children's learning journey, every child is given the opportunity to learn the skills of drawing, painting, printing and sculpture through the exploration of key artists, craft makers or designers and their work. They will also take part in discussions where the pupils explore how their art can share commonalities with famous art and use subject specific vocabulary to discuss key artworks and their own work.

To help develop the children's critical thinking in Art, the pupils share their opinions and make informed observations about what will improve their own artwork. Cross-curricular links are promoted to allow all children to deepen their understanding across the curriculum and make connections with other subjects. This includes the use of technology, Looking at Art from different periods of History. Teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge. The children are given opportunities to reflect and develop, including through the use of sketchbooks, and chances for self and peer-assessment.

Impact

By the time children leave Lyne and Longcross, they will:

- Have learned, improved and embedded a range of artistic skills.
- Have had the opportunity to explore many different types of Art and have a good understanding of a variety of techniques.
- They should have an awareness of a broad range of artists and craftspeople, and be able to consider and discuss the artworks they come across.
- We want our pupils to be confident to explore, experiment and take risks, placing value on the process and journey that they take, not just on the finished product.
- Most importantly, we want children to have found and enjoyed a creative outlet – a means of self-expression and enjoyment.

Children should be taught to: ([Key Stage 1](#) and [Key Stage 2](#))



Drawing - line, pattern and texture	
Painting, printing and colour	
Collage, sculpture and 3-D art	
Responding to artwork and using a sketchbook.	

EYFS

Unlike the National Curriculum objectives outlined above, EYFS outcomes and objectives can be delivered through the seven areas of learning rather than being a discrete subject. The below statements are examples of how children in the Early Years develop so that they can build and develop their geographical knowledge and understanding in preparation for the National Curriculum.

Expressive Arts and Design	<ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	
Being Imaginative	<ul style="list-style-type: none"> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 	



	Year 1 Mark Making Colour Creation Self Portrait	Year 2 Yayoi Kusama Earth Art Henri Rousseau	Year 3 William Morris Famous Buildings Seurat and Pointillism	Year 4 Recycled Art Sonia Delaunay Plant Art	Year 5 Street Art Frida Kahlo Chinese Art	Year 6 Express Yourself Sculpting Vases Symbols of peace
Drawing - Line, pattern and texture	<p>Mark Making</p> <ul style="list-style-type: none"> I can explore ways of drawing lines between two points. I can experiment with how I hold a pencil when sketching. I can discuss what a line is. I can use adjectives to describe lines I can experiment with pressure when drawing pencil lines. I can experiment with different kinds of pencils and observe the different marks they make. I can create different repeated line patterns. I can discuss and comment on the texture in artwork. I can use rubbing to recreate texture. <p>Self Portrait</p> <ul style="list-style-type: none"> I can discuss how artists have created different effects I can investigate how to make different marks using sketching pencils. I can comment on how different grades of sketching pencils make different marks. I can make a choice about which pencil I need to use for a purpose. I can use a variety of media to create different effects. I can apply a variety of techniques when drawing. 	<p>Yayoi Kusama</p> <ul style="list-style-type: none"> I can experiment with different materials to make marks. I can make attempts to mimic the art of a famous artist. I can experiment with different mediums to create a polka dot pattern, I can experiment with the kind of polka dot patterns I can make. I can follow instructions to create the basis for my sketching. I can make visual observations to inform my sketches. <p>Earth Art</p> <ul style="list-style-type: none"> I can identify repeating patterns in rangoli patterns I can identify repeated patterns in mandala patterns. I can spot the symmetry in mandal patterns. <p>Henri Rousseau</p> <ul style="list-style-type: none"> I can sketch and draw plants and flowers in the style of Rousseau. I can sketch and create a 'portrait-landscape'. I can use my imagination to generate ideas for my sketch. 	<p>William Morris</p> <ul style="list-style-type: none"> I can recreate a wallpaper pattern in the style of William Morris I can explain what still life sketching is I can use soft, light sketching techniques to create a still life sketch I can adjust my pencil grip when sketching I can use careful observation skills to create a still life sketch I can make observations about different sketching mediums I understand how shading is linked to the light source in a drawing I can identify repeating patterns in wallpaper designs <p>Famous Buildings</p> <ul style="list-style-type: none"> I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and stumbling I can vary my shading further through my use of pressure I can comment on the patterns created in the architecture of St Basil's Cathedral 	<p>Recycled Art</p> <ul style="list-style-type: none"> I can be inspired by a material's texture and pattern <p>Plant Art</p> <ul style="list-style-type: none"> I can use my observational skills to create a detailed sketch of part of a plant I understand that constant observation is important when creating a detailed sketch of a plant I understand that attention to detail is important when creating a detailed sketch of a plant I understand that patience is important when creating a detailed sketch of a plant I can discuss how to represent a plant as a piece of art I can follow simple instructions to create a more realistic sketch of a tree I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences 	<p>Street Art</p> <ul style="list-style-type: none"> I can use sketching and shading to add details to my designs <p>Frida Kahlo</p> <ul style="list-style-type: none"> I can describe the general proportions of a face I can use my knowledge of proportions to complete a self-portrait I understand that I can use light guidelines for my sketches to help structure my sketches I can use light sketching lines to create my portrait <p>Chinese Art</p> <ul style="list-style-type: none"> I can use visual information to make sketches of different styles of traditional Chinese art I can explain the importance of lines in Chinese art in relation to the Four Gentlemen I can use drawing and shading skills to recreate a terracotta warrior I can identify patterns, images and styles associated with Ming porcelain I can follow simple instructions to draw a Chinese dragon I understand that I can use construction lines to 	<p>Express Yourself</p> <ul style="list-style-type: none"> I can use sketching to represent different illustrated facial expressions I can make careful and precise observations to inform my sketching I can describe how lines and fonts can express an idea I can make choices based on different lines and fonts to create a desired effect I can use different pressures and thicknesses to create a desired effect I can use grids to help me achieve the correct proportions in my sketches based on photographs <p>Sculpting Vases</p> <ul style="list-style-type: none"> I can sketch designs to build up a portfolio of ideas I can take the light sources into account when sketching vases I can use my preferred shading technique to include dark areas in my sketches I can include the patterns and shapes in my sketches of vases



	<ul style="list-style-type: none"> I can evaluate my work and the work of others and identify strength and weaknesses. 		<ul style="list-style-type: none"> I can recreate patterns using oil pastels and ink I can spot symmetry in the designs of famous buildings I can use tracing to create a symmetrical piece of art I can create texture in my artwork to reflect real-life buildings <p>Seurat and Pointillism</p> <ul style="list-style-type: none"> I can give a good description of what pointillism is I can experiment with a range of pointillism techniques I can apply pointillism techniques using different mediums I can evaluate techniques and mediums and say which one I prefer 		<p>map out the basic shape of my sketches</p> <ul style="list-style-type: none"> I understand what a light source is and how this affects shading I can practise my shading in relation to a light source 	<ul style="list-style-type: none"> I can make detailed observations to sketch vases from different viewpoints <p>Symbols of Peace</p> <ul style="list-style-type: none"> I can use vanishing points, horizon lines and construction lines to create perspective in my artwork I can sketch a landscape using linear perspective. I can use lines and patterns to create abstract artwork
Key Vocabulary	pencil, line, colour, straight, thick, thin, sketch, texture, soft, board, narrow, fine, shape, detail, landscape, portrait	shade, smudge, blend, comparison, still life	frame, position, symbol, change, improve	plan, distance, direction, position, form, texture, tone, weight, pressure, portrait, past, present, appearance,	viewpoint, distance, direction, angle, perspective, bird's eye view, alter, modify, interior, exterior, natural form, vista, panorama, portrait, expression,	action, balance, direction, dynamic, imbalance, movement, poised, transition, viewpoint, weight
Painting, printing and colour	<p>Mark Making</p> <ul style="list-style-type: none"> I can hold a paintbrush correctly when painting. I know what 'loading' the paintbrush is. I know how to create a smooth sweeping brush stroke. I can use paint to create differently shaped lines. I can use my paintbrush to create lines of different thickness. 	<p>Kayoi Kusama</p> <ul style="list-style-type: none"> I can experiment with different mediums to create a polka dot pattern. I can experiment with the kind of polka dot patterns I am making. I can describe and make observations on a piece of artwork's colour and pattern. I can make choices about the tools I will use when painting. 	<p>William Morris</p> <ul style="list-style-type: none"> I can describe the process of block printing I can explain how different colours are achieved when using block printing to create a design I can design and create a relief printing tile to be used for block printing 	<p>Recycled Art</p> <ul style="list-style-type: none"> I can be inspired by a material's colours I can experiment with and observe how different paints create different effects in my artwork I can select a suitable type of paint to decorate and finish my artwork. 	<p>Street Art</p> <p>I can select contrasting colours using the colour wheel to help me</p> <ul style="list-style-type: none"> I can choose colours to create the biggest 'standout' effect I can use use impression printing to create a piece of repeated printed artwork I can create a stencil 	<p>Express Yourself</p> <ul style="list-style-type: none"> I can explain how colour can help to express different aspects of someone's personality I can identify emotions they feel, linked to a colour I can use colour and shape to illustrate emotions, feelings and



	<ul style="list-style-type: none"> I can experiment with different way to make marks using a paintbrush. <p>Colour Creations</p> <ul style="list-style-type: none"> I can name a variety of colours. I can choose a favourite colour and give reasons for my choices. I know what primary colours are. I know what secondary colours are. I can mix primary colours to make secondary colours. I know how to create lighter shades of colour. I know how to create darker shades of colour. I can use a paintbrush to make basic marks using paint. I can use paint to create artwork in the style of an artist we have studied. <p>Self Portrait</p> <ul style="list-style-type: none"> I can experiment with different kinds of pain and what effects I can create with them. I can comment on the effects different paints create. I can say which kind of paint I prefer. 	<p>Earth Art</p> <ul style="list-style-type: none"> I know that natural materials can be used to make different mark making materials, including paints. I can experiment with different ways to paint a rock. I can comment on the colours of natural materials and how this can add to my artwork. I can use given colours to finish a mandala pattern. <p>Henri Rousseau</p> <ul style="list-style-type: none"> I can use natural materials to create prints. I can create prints inspired by Rousseau's paintings. 	<ul style="list-style-type: none"> I can use a printing tile I have made to create a repeating pattern I can identify why a print may not have come out correctly I can create a half drop pattern with my printing <p>Famous Buildings</p> <ul style="list-style-type: none"> I can comment on the colours in the design of St Basil's Cathedral and the effect is has on the design I can change the value of a colour by creating tints and shades I can create colour blocks using oil pastels <p>Seurat and Pointillism</p> <ul style="list-style-type: none"> I can use a variety of tools to create a pointillism painting I can use a variety of mediums to create a pointillism painting I can identify primary and secondary colours and explain how secondary colours are made I can identify tertiary colours on the colour wheel I can identify complementary colours on the colour wheel I can mix colours using the pointillism method I can make decisions about the subjects and colours of my artwork, 	<p>Sonia Delaunay</p> <p>I can explain the difference between complementary and harmonious colours</p> <ul style="list-style-type: none"> I can experiment with the use and effect of colours in their own artwork I can choose colours to use in my artwork based on if they are complementary or harmonious <p>Plant Art</p> <ul style="list-style-type: none"> I understand the difference between tints, shades and tones I can create tints, shades and tones to match a given colour I can use tints, shades and tones to create a piece of artwork I can transfer a sketching method into the medium of painting effectively I understand what depth in an artwork is I can use colour and size to create the illusion of depth in my artwork 	<ul style="list-style-type: none"> I can use a stencil to create a piece of artwork I can use more than one stencil to create a layered effect in my artwork <p>Frida Kahlo</p> <ul style="list-style-type: none"> I can analyse aspects of a painting including mood and colour I can add paint to a sketched self-portrait to add colour and detail I can choose colours to express aspects of my personality I can choose colours to express aspects of communities I belong to <p>Chinese Art</p> <ul style="list-style-type: none"> I can identify some colours commonly used in Chinese art I can discuss and describe different brushstrokes used in artwork and how they might have been created I can practise a variety of brushstrokes to improve technique I can apply my brush control when creating artwork I understand the importance of line and brushstrokes in Chinese Art I can create Chinese calligraphy characters using the correct brushstroke sequence 	<p>ideas to create my own colour theory</p> <ul style="list-style-type: none"> I can experiment with using my fingerprints to create a unique piece of artwork I can vary the pressure and amount of paint I use when printing using my fingers to create different effects I can use overlapping and layering to create shadow in my painting <p>Sculpting Vases</p> <ul style="list-style-type: none"> I can make appropriate choices when decorating vases I understand how to create different effects using materials I can make decorative colour and pattern choices to fit a given theme <p>Symbols of Peace</p> <ul style="list-style-type: none"> I can experiment with different watercolour techniques to create effects I can paint using watercolours I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect I can create tints and shades using a variety of different mediums I can use tints and shades to create
--	--	--	---	--	--	---



			giving reasons for my choices		• I can begin to use different paints and inks for different purposes	atmospheric perspective
Key vocabulary	printing technique, brush size, primary/secondary colours, light, dark, tone, warm, cold, shade, landscape, portrait	shade, acrylic, poster, water colour, light, dark, thick, thin, warm, cold, shade, bright, natural, polka dot, pattern	block printing, tile printing, colour wheel, primary, secondary, relief printing, drop pattern, medium, value, tertiary colours, pointillism,	complementary colours, harmonious colours, tints, shades, tones, medium, illusion, depth	middle ground, foreground, scenery, townscape, landscape, contrast, impressionism, stencil, expression, calligraphy, brushstroke sequences, self-portrait	overlapping, layering, shadowing, mediums, watercolours, pastels, landscape, tints, shades, atmospheric perspective
Collage, sculpture and 3-D art	<p>Colour Creations</p> <ul style="list-style-type: none"> • I can use collage to create artwork inspired by Piet Mondrian. • I can use collage and mixed media to create artwork inspired by Wassily Kandinsky <p>Self Portrait</p> <ul style="list-style-type: none"> • I can use clay to create a self-portrait • I can show an understanding and use of some basic clay skills. • I can begin to use tools to help me manipulate clay. • I can use coloured paper to create a collage self-portrait. 	<p>Yayoi Kusama</p> <ul style="list-style-type: none"> • I can develop my scissors/cutting skills when cutting out circles. • I can use paper art to recreate an installation piece by Yayoi Kusama. • I can comment on the shape/form of 3-D objects and sculptures. • I can use the rolling technique effectively to manipulate clay. • I can recreate the form of a pumpkin, inspired by Kusama's sculptures. <p>Earth Art</p> <ul style="list-style-type: none"> • I can describe what a sculpture is. • I can comment on what different sculptures are made from. • I can use natural materials such as twigs and sticks to create a sculpture. • I can recreate rangoli patterns using natural materials such as leaves. • I can use clay to create imprints of natural materials such as leaves. • I can describe what weaving is. • I can create a simple loom. • I can weave using interesting natural materials. 	<p>Famous Buildings</p> <ul style="list-style-type: none"> • I can choose materials I think would be suitable to make a sculpture or collage of a famous building • I can use my folding and cutting skills to recreate a simplified sculpture of a building 	<p>Recycled Art</p> <ul style="list-style-type: none"> • I can experiment with different ways I can join materials to make a 3-D piece of art • I can select a suitable joining method when working with different materials • I can look at different materials and make suggestions about how I could use them in my artwork • I can use a material's existing shape to inspire my artwork • I can create a simple animal sculpture from recycled materials <p>Sonia Delaunay</p> <p>I can experiment with coloured paper to create a collage</p> <ul style="list-style-type: none"> • I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect <p>Plant Art</p> <ul style="list-style-type: none"> • I understand what a sculpture is and what different materials they can be made from 	<p>Chinese Art</p> <p>I can use simple rolling and pinching techniques to manipulate salt dough</p> <ul style="list-style-type: none"> • I can form simple shapes to create the base of my model • I can attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins • I can add pieces of salt dough to my base to create relief details • I can use tools to create details in my salt dough or clay model • I can carve a piece of clay to create the shape of my terracotta warrior • I can use tools to help me shape and manipulate my clay • I can add clay to my model to get the correct shape 	<p>Express Yourself</p> <ul style="list-style-type: none"> • I can use wire to create a sculpture of a person • I can convey an emotion or specific body language in my wire sculpture <p>Sculpting Vases</p> <ul style="list-style-type: none"> • I can practise techniques and the effects they create before attempting my final design • I can choose and use appropriate techniques in my clay work • I can choose appropriate tools to add details to my design • I can add clay to create details for my design • I can experiment and develop my control of tools and techniques • I can choose tools, techniques and details which are most appropriate for my design • I can use slabs of clay to create a container



		<ul style="list-style-type: none"> I can recreate a mandala using natural materials. I can use natural materials to create a collar scene. <p>Henri Rousseau</p> <ul style="list-style-type: none"> I can use paper to create a shoebox model of one of Rousseau's paintings. I can use paper and other materials to create a mask. I can use glue to help me attach different parts to my mask and/or model. 		<ul style="list-style-type: none"> I can define the differences between decorative and functional sculpture I understand how slip can be used to join two pieces of clay I can use tools to make marks in the clay for decorative purposes I can add or remove bits of clay to create detail I can make my own simple sculpture from clay I can use layers of different colour paper to create a collage with depth 		<ul style="list-style-type: none"> I can use the pinching technique to create a container I can work with control and accuracy I can follow a design to create a vase <p>Symbols of Peace</p> <ul style="list-style-type: none"> I can explain what collage is and how tearing paper can be used to create different effects I can create a torn paper collage of a landscape scene I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using
Key vocabulary	cut, stick, tape, pull, push, roll, kned, sculpt(ure), texture, construct, dye, fabric, collage, stick, layer, positional language.	join, slip, malleable, join, natural, man-made, form, recycled,				
Responding to artwork and using a sketchbook	<p>Mark Making</p> <ul style="list-style-type: none"> I can explore how Kandinsky used different lines in his artwork. I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds. I can discuss the artworks of Paul Klee and say what I like and dislike about them. I can spot different mark making techniques in Klee's work. I can attempt to recreate some of the mark making in Klee's artwork. <p>Colour Creations</p>	<p>Yayoi Kusama</p> <ul style="list-style-type: none"> I can join in discussions about a famous artist's work. I can remember and give some facts about Yayoi Kusama. I can respond appropriately to a piece of art by Yayoi Kusama. I can say if I like or dislike a piece of artwork. <p>Earth Art</p> <ul style="list-style-type: none"> I can name ways that rocks were used in ancient artwork. I understand what is meant by 'abstract' artwork. I can comment on the patterns created in woven rugs and tapestry. 	<p>William Morris</p> <p>I can find similarities and differences between the different works of William Morris</p> <ul style="list-style-type: none"> I can analyse an existing piece of artwork using language associated with Art and Design I can describe what the Arts and Crafts movement was and explain why it was founded I can comment on why I had to make changes to my design <p>Famous Buildings</p>	<p>Recycled Art</p> <p>I can explore different pieces of recycled art</p> <ul style="list-style-type: none"> I can comment on the message that a piece of art might be portraying I can say if I like or dislike a piece of art and why <p>Sonia Delaunay</p> <ul style="list-style-type: none"> I can remember facts about Sonia Delaunay I can express my opinion about an artist or artwork I can discuss and answer questions about 	<p>Street Art</p> <p>I can take part in a discussion about graffiti and if it is an art form or not</p> <ul style="list-style-type: none"> I can design my own tag reflecting what I have seen in existing artwork I can experiment with the size, value and shape of my designs in my sketchbook I can use my sketchbook to create designs for street art in a specific area I can discuss the messages that are 	<p>Express Yourself</p> <ul style="list-style-type: none"> I can respond and comment on different pieces of artwork I can discuss and comment on Kandinsky's colour theory I can discuss and give my opinions on Chuck Close's painting techniques <p>Sculpting Vases</p> <ul style="list-style-type: none"> I can identify different features of a vase's design I can describe and assess vases made by designers



	<ul style="list-style-type: none"> • I can say if I like or dislike Piet Mondrian's art. • I can spot similarities and differences between different pieces by Mondrian. • I can create a piece of art inspired by Mondrian. • I can comment on Kandinsky's use of colour to create effect. • I can create a piece of art inspired by Kandinsky. <p>Self Portrait</p> <ul style="list-style-type: none"> • I can explore portraits by a variety of artists including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more. • I can comment on how portraits by different artists make me feel. • I understand that portraits can tell you about the person in them. • I can make decisions about what I want my self-portrait to say about me. • I can say what I like and dislike about different portraits. 	<ul style="list-style-type: none"> • I can discuss and explore mandalas with the class. • I can comment on the shapes, colours and patterns I can see in a mandala. <p>Henri Rousseau</p> <ul style="list-style-type: none"> • I can say who Henri Rousseau was and recall facts about his life. • I can discuss a painting by Henri Rousseau. • I can discuss and explain how I feel when looking at a Rousseau painting. • I can discuss portraits, landscapes and Rousseau's genre of 'portrait-landscape'. 	<ul style="list-style-type: none"> • I understand the role of an architect • I can discuss the shapes and structures of famous buildings around the world • I can say if I like or dislike the design of a building • I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral • I can choose elements of a building's design to fit a purpose • I can follow a design brief in my own design of a building <p>Seurat and Pointillism</p> <ul style="list-style-type: none"> • I can explain who George Seurat was and why he was famous • I can state how I feel about a piece of artwork and justify my thoughts • I can experiment with a range of techniques and methods for creating Pointillism • I can state which method I prefer and why • I can name some Pointillist artists • I can identify Pointillism in pieces of art • I can give reasons for my choices of colour and subject in my artwork • I can apply what I have learnt about 	<p>an artist and their artwork</p> <ul style="list-style-type: none"> • I can describe what Orphism art is • I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork • I can explain my opinion of Sonia Delaunay's fashion designs • I can create my own designs in the style of Sonia Delaunay • I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art <p>Plant Art</p> <p>I can identify an artwork that is visually pleasing to me</p> <ul style="list-style-type: none"> • I can give my personal opinion of different artwork • I can listen to others' opinions of artworks, and try to see their point of view • I can describe what a botanical illustration is and why they were first created • I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork • I understand how artists create the illusion of depth in their artwork • I can design my artwork and give reasons for my choices 	<p>portrayed in some pieces of art</p> <ul style="list-style-type: none"> • I can create my own piece of satirical artwork • I can explore the work of Banksy <p>Frida Kahlo</p> <ul style="list-style-type: none"> • I can describe who Frida Kahlo is and give a brief summary of her work • I can give my opinion of a painting or artist, giving reasons for my ideas • I can describe the differences between a portrait and a self-portrait • I can describe aspects of Mexican folk art • I can identify aspects of the Mexican culture in Kahlo's artwork • I can describe the aspects of the surrealist movement • I can express my opinion of surrealism in paintings • I can apply aspects of surrealism to my own artwork <p>Chinese Art</p> <ul style="list-style-type: none"> • I can identify and record sketches of some themes commonly used in traditional Chinese art • I can discuss traditional Chinese artwork and say what I think and feel about it • I understand the significance of the dragon in Chinese culture 	<ul style="list-style-type: none"> • I can gather ideas for use in my own work • I can incorporate design ideas or themes into my own designs • I can identify ways in which I could improve my work • I can evaluate and adjust my designs <p>Symbols of Peace</p> <ul style="list-style-type: none"> • I can identify vanishing points and horizon lines in landscape paintings • I can explain how artists use linear and atmospheric perspective in their artwork • I can comment on abstract art and explain what I feel about them • I can create a selection of lines and patterns in my sketchbook to inform my artwork • I can discuss landscape artwork by famous artists, saying what I think and feel about them • I can identify which medium has been used to create a piece of art • I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with
--	--	---	---	--	---	--



			Pointillism to create my own piece of artwork • I can evaluate my finished artwork and compare it to that of my peers	• I can use my previous experience of different mediums to make decisions about my artwork	• I can explain what the Terracotta Army is and why it is famous • I know when the Ming dynasty was in power and why their porcelain is famous	
Key Vocabulary	artist, painter, sculptor, style,					
Artists studied	Paul Klee - Swiss/German Piet Mondrian - Danish Wassily Kandinsky - Russian	Yayoi Kusama - Japanese Henri Rousseau - French	William Morris - English George Seurat - French Sir Christopher Wren - English	Sonia Delaunay- Ukrainian/French Georgia O'Keffee - American	Banksy - English Frida Kahlo - Mexican	Wassily Kandinsky - Russian Chuck Close - American