

**Art overview – 2 year cycle**

	<b>Autumn term</b>	<b>Spring</b>	<b>Summer</b>
<b>FS1 and 2 Cycle A and B</b>	Autumn 1 – Who am I? Who Are You? (All About Me) Autumn 2 – Why Do We Celebrate? (Celebrations)	Spring 1 – Who Lives in a Land Far, Far Away? (Traditional Tales) Spring 2 – Do You Fly, Walk or Swim? (Lifecycles & Animals)	Summer 1 – What's Above Me? What's Below Me? (Growing) Summer 2 – Do You Wish You Were Here? (Travel)
<b>Year 1/ 2 Cycle A</b>	Using Materials	N/A	Range of Artists – Van Gogh and Monet
<b>Year 1/ 2 Cycle B</b>	N/A	Using colour, pattern, texture, line, form, shape and space  Using materials	Drawing  Using colour, pattern, texture, line, form, shape and space
<b>Year 3 /4 Cycle A</b>	Range of artists	N/A	Drawing, painting and sculpture Using sketchbooks
<b>Year 3 /4 Cycle B</b>	Range of artists	N/A	Study of great artists – Picasso, Matisse. Da Vinci and Kahlo Drawing and painting Using sketchbooks
<b>Year 5/ 6 Cycle A</b>	N/A	N/A	Range of artists: Andy Warhol Chelsey Bonestell Lucian Rudaux
<b>Year 5/ 6 Cycle B</b>	Study of great artists: Abram Games  Using sketchbooks	Sketching	Drawing, painting and sculpture



## Dalestorth Primary and Nursery School Subject Progression Overview

### Subject: Art and Design



Area	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Using Materials</u></b>	<p>Manipulates malleable materials to create shapes.</p> <p>Selects from a variety of resources to use in collage based on personal choices and criteria. “ It’s pink , I like pink.”</p>	<p>Explains the process they went through when making and the choices they made.</p> <p>Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Creates collaboratively sharing ideas, resources, and skills.</p> <p>Effectively selects own resources and fixings for their desired project.</p> <p>Beginning to understand and show some awareness of stability and balance when adding 3D</p>	<p>Makes cuts, rolls and coils in different materials experimenting with techniques.</p> <p>Explores how to use ICT to create a picture.</p>	<p>Makes a clay pot and knows how to join two clay finger pots together.</p> <p>Explores how to use different effect when using an ICT paint package.</p>	<p>These skills are then built upon within Drawing, Painting and Sculpture – see below.</p>	<p>These skills are then built upon within Drawing, Painting and Sculpture – see below.</p>	<p>These skills are then built upon within Drawing, Painting and Sculpture – see below.</p>	<p>These skills are then built upon within Drawing, Painting and Sculpture – see below.</p>

		<p>components together.</p> <p>Explains the processes they went through whilst making and the choices they made.</p> <p>Evaluates and edits their work throughout the making process.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories</li> </ul>						
<p><b>School Busy Bees</b> Be a friend</p>	Work together to explore different materials	Work together and name different materials	Share ideas in the use of different techniques for using different materials	Share ideas in the use of different techniques for using different materials	Look at and celebrate each other's work, and use of different materials	Look at and celebrate each other's work, and use of different materials	Discuss our work and collaboratively decide on suitable materials for a given piece of work.	Discuss our work and collaboratively decide on suitable materials for a given piece of work.
Be you	Choose what you want to use even when it's different to your friend	Choose what you want to use even when it's different to your friend	We explain our own preferences to specific techniques	We explain our own ideas, choices of methods and patterns	We explain and talk about our own ideas, choices of methods and patterns	Our individuality is reflected in our choice of materials and colours	We discuss why we have chosen a given material or colour	We decide on a favourite material to use i.e. clay and can explain why we like it.

Be honest	We explain our likes and dislikes of different materials and colours	We explain our likes and dislikes of different materials and colours	We look at different pieces and explain what we like/dislike about them	We look at different pieces and explain what we like/dislike about them.	We examine our work and decide what we could do differently next time.	We examine our work and decide what we could do differently next time.	We examine our work and discuss what we like and don't like about it. We say what we could do differently.	We examine our work and discuss what we like and don't like about it. We say what we could do differently.
Be brave	We try different materials and colours, even ones that are new to us.	We try different materials and colours, even ones that are new to us.	We try new techniques even if they are difficult at first.	We try new techniques even if they are difficult at first, it's ok if it doesn't work first time we will try again.	We try new techniques, and materials. We learn from our mistakes and keep on trying until we are happy with our piece of work.	We try new techniques, and materials. We learn from our mistakes and keep on trying until we are happy with our piece of work.	We research, experiment, and practise to develop our skills, even if we think it is a challenge.	We research, experiment, and practise to develop our skills, even if we think it is a challenge.
Be kind	We share our resources and wait patiently for our friend to finish with the resource we want to use.	We share our resources and wait patiently for our friend to finish with the resource we want to use.	We share our resources and ideas with our friends, helping them when they are stuck.	We share our resources and ideas with our friends, helping them when they are stuck.	We plan and discuss our ideas with our friends. Sharing our ideas and thoughts about our projects.	We plan and discuss our ideas with our friends. Sharing our ideas and thoughts about our projects.	We discuss our ideas and share strategies of what works well with others. We are willing to share materials we are using	We discuss our ideas and share strategies of what works well with others. We are willing to share materials we are using.
<b><u>Drawing / Drawing, painting and sculpture</u></b>	Understands that they can use lines to enclose a space and begin to use these shapes to represent objects.  <i>Drawings show what the child perceives as most important about the subject.</i>  Gives meaning to marks they make.  Marks recognisably represent an object for example people with head, arms, and legs.	Draws a variety of objects with increased detail and shapes, some based on detailed observations  Selects own painting techniques, resources, and tools to create representations.  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors,	Identifies, interprets and explains how people feel in paintings/ drawings and applies their knowledge to their own work. Demonstrates how to use pencils to create lines of different thickness in drawings.	Selects three different grades of pencil when drawing. Experiments with charcoal, pencil and pastel to create art work. Detects detail by using a viewfinder to focus on a specific part of an artefact before drawing it.	Identifies, interprets, explains and produces art work with facial expressions. Selects different grades of pencil to shade and to show different tones and textures. Creates a background using a wash. Creates different effects in painting by using a range of brushes.	Designs work which shows facial expressions and body language in sketches and paintings. Creates using marks and lines to show texture in art. Experiments with line, tone, shape and colour to represent figures and forms in movement and knows how to show reflections. Makes prints onto different materials using at least four colours.	Experiments with shading to create mood and feeling. Judges how to organise line, tone, shape and colour to represent figures and forms in movement. Integrates emotion in to art work. Creates an accurate print design following given criteria.	Experiments with overprint to create different patterns. Selects different media to use to create maximum impact. Design work which uses a full range of pencils, charcoal or pastels when creating a piece of observational art.

	Drawings include-squares, rectangles, and circles.  Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.	paint brushes and cutlery; - Begin to show accuracy and care when drawing.				Constructs and sculpts clay along with other mouldable materials.		
<b>School Busy Bees</b> Be a friend	Include your friends in the drawings you make	Work together with your friend to develop a drawing	Encourage your friend by saying positive things about their work.	Work with another person to decide on the most appropriate mark making tools	We talk about our work and positively comment on what we see.	We discuss our plans and decisions about techniques and the choices we make	We discuss our artwork and celebrate the skills we see through the process, not just end product.	We discuss our artwork and celebrate the skills we see through the process, not just end product.
Be you	We show our individual creativity in our tasks	We show our individual creativity in our tasks and the materials we prefer to use	We reflect our character in the way we interpret people's work and, in the choices, we make.	We talk about the different things we see and choose to represent. We know that it is OK to prefer different things.	We are happy to make our own style of drawings, using a variety of materials.	We are happy to make our own style of drawings, using a variety of materials. They reflect our individual creativity	Our drawings and processes reflect our own preferences and personality.	Our drawings and processes reflect our own preferences and personality.
Be honest	We choose what we want to use for art work	We talk about our art work and say how we could do it differently next time.	We talk about the way we respond to art work. However it makes us feel.	We talk about the way we respond to art work. However it makes us feel.	We talk about our art work, how we feel about it and say how we could do it differently next time.	We talk about our preferences in art work and the materials we choose	We critique our work and the work of others to develop our skills.	We critique our work and the work of others to develop our skills.
Be brave	We are willing to try new marks in our art.	We try new techniques and materials to produce our work.	We talk to other people about how different art work makes us feel.	We experiment with drawing different subjects and materials.	We try different methods to produce a final piece.	We try different methods to produce a final piece. We use our own style.	We express our likes and dislikes of different artworks.	We express our likes and dislikes of different artworks. Our own and that of known artists.
Be kind	We share the resources in the classroom.	We share the resources in the classroom, and encourage our friends in the choices they make.	We discuss our ideas and talk about what has worked well with our friends.	We talk about what has worked well with our work and encourage our friends to try the same thing.	We share the resources and are patient when we have to wait for materials.	We observe our friends work and discuss what has worked well. We share resources.	We discuss our ideas and formulate strategies and solutions together to resolve issues arising through our experiments with different media.	We discuss our ideas and formulate strategies and solutions together to resolve issues arising through our experiments

								with different media.
<b><u>Using colour, pattern, texture, line, form, shape and space</u></b>	<p>Explores colour and how colours can be changed.</p> <p>Distinguishes between colours and names them.</p>	<p>Knows which primary colours are mixed to make secondary colours.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories</li> </ul>	<p>Creates moods in art work.</p> <p>Names primary and secondary colours.</p> <p>Creates a repeating pattern in print.</p>	<p>Experiments by mixing paint to create all the secondary colours.</p> <p>Creates brown with paint.</p> <p>Create tints with paint by adding white.</p> <p>Creates tones with paint by adding black.</p>				
<b>School Busy Bees</b> Be a friend	We use teamwork to develop our skills and explore colour together	We work together to try making new colours	We share our ideas and help each other with colour names	We share materials and explain methods for paint mixing.				
Be you	We show our individual colour preferences in the work we do	We show our individual creativity in the things we make and share with others.	We reflect our character in the moods we create and the colours we use.	We show our preferences in the colours that we use in our work.				
Be honest	We choose what colours we want to use to represent what we see	We talk about how our props have helped us in our role play and how we can make them better next time	We express our likes and dislikes of different artworks and the way colour has been used.	We express our likes and dislikes of different artworks sharing opinions on the way colour has been used.				

Be brave	We are willing to name and try new colours	We try new colours and textures to produce our work.	We talk to other people about how different colours in art work makes us feel.	We discuss with other people about how different colours in art work makes us feel.				
Be kind	We share the resources in the classroom.	We share the resources in the classroom, and work together in our projects.	We discuss our ideas and talk about what has worked well with our friends.	We discuss what colours have worked well and encourage our friends to try new things				
<b><u>Range of artists / Study of great artists</u></b>			Describe what can be seen and give an opinion about the work of an artist. Ask questions about a piece of art.	Suggest how artists have used colour, pattern and shape. Show motivation to create a piece of art in response to the work of another artist.  Famous seasons artist Van Gogh and Monet	Identify the techniques used by different artists and compares their work. Recognise when art is from different cultures. Recognise when art is from different historical periods.	Experiment with the styles used by other artists. Explain some of the features of art from historical periods. Analyse different artists and discuss their specific techniques.	Research the work of an artist and use their own work to replicate a style.	Explain the style of art they have used and how it has been influenced by a famous artist. Interpret what a specific artist is trying to achieve in any given situation. Discuss why art can be very abstract and what message the artist is trying to convey.
<b>School Busy Bees</b> Be a friend			Listen carefully to what others say about the art work you are investigating.	Share ideas with others about the art work they are observing and ways they can create their own work in response.	Listen carefully to what others have to offer in their observations of artwork	We discuss plans and decisions about techniques and the choices we and other artists make.	We discuss artwork and celebrate the skills we see through the process, not just end product.	We discuss artwork and celebrate the skills we see through the process, not just end product.
Be you			We express how a piece of art makes us feel, we are happy to be different from our friends	We express how a piece of art makes us feel, we produce work in our own style in response to what we see.	We observe a variety of art work and talk about how we respond to it.	We talk about our preferences from a variety of artists and techniques.	We recognise that different artists have different aims. We can analyse their artwork and give a summary of what their work is communicating.	We recognise that different artists have different aims. We can analyse their artwork and give a summary of what their work is communicating.

Be honest			We explain how a piece of art makes us feel, we are happy to be different from our friends	We explain how a piece of art makes us feel. We are confident to express our likes and dislikes	We observe a variety of art work and explain our response to it.	We compare our preferences from a variety of artists and techniques.	We express our likes and dislikes of different artworks.	We express our likes and dislikes of different artworks. Our own and that of known artists.	
Be brave			We talk to other people about how different art work makes us feel.	We are confident to express our likes and dislikes	We observe a variety of artwork and discuss our responses to it. Even if they differ from other people	We observe a variety of artwork and discuss our responses to it. Even if they differ from other people	We evaluate and assess our response to different artworks.	We evaluate and assess our response to different artworks. Our own and that of known artists.	
Be kind			We listen to what other people have to say about their response to art work, even when it's different to us.	We listen to each other when we talk about artwork and agree to think differently about what we see.	We listen to each other when we talk about artwork and agree to think differently about what we see.	We observe a variety of artwork and assess our response to it. We listen to other people's opinions	We assess our responses to different artwork We respect other people's thoughts and opinions.	We assess our responses to different artwork We respect other people's thoughts and opinions.	
<b>Sentence starters</b>	<p>I really like...</p> <p>I dislike..</p> <p>The best thing about my piece is.. because...</p> <p>I chose to because...</p> <p>In this piece I can see..</p> <p>I found working with</p> <p>I'm not happy with this because...</p> <p>I would use ... instead of.. because.</p>		<p>This piece reminds me or This piece makes me feel.. because</p> <p>This piece is similar to..because</p> <p>This piece is different to... because...</p> <p>I find this interesting because</p> <p>I think the artist has created this by...</p> <p>I particularly like...</p> <p>...and... have some things in common because</p> <p>...and... are very different because</p> <p>I am experimenting with .... To see....</p> <p>I was able to create ...by...</p> <p>I was able to copy the artists style by...</p> <p>My choice of.. allowed me to...</p>		<p>In this piece I can see</p> <p>This piece reminds me of</p> <p>The piece makes me feel..because..</p> <p>I think the artist has created this by...</p> <p>I particularly like...</p> <p>I dislike...</p> <p>This piece is similar to... because..</p> <p>This piece id dissimilar to..because..</p> <p>I am experimenting with... to see....</p> <p>I found working with...</p>		<p>I think the artist has created this by...</p> <p>My first impression is...</p> <p>The technique the artist has used is...</p> <p>I am inspired by this work because...</p> <p>...and... have some things in common.</p> <p>...and.. are distinctively different</p> <p>Using...I have attempted to...</p> <p>I was able to mimic...by....</p> <p>The most successful element of this work is ... because ..</p> <p>I was able to copy the artist's style by ..</p> <p>My choice of media/ technique has allowed me to</p>		
<b>Using sketchbooks</b>					Assess and evaluate our sketches to produce a final piece of art. Experiments with digital images and combines with other forms of media.	Integrate digital images into artwork. Create different facial expressions. Experiment with different texture. Explore different photographs to	Experiment by using marks and lines to produce texture. Experiment with shading to create mood and feeling. Experiment with media to create emotion in art.	Give a summary of different tools that have been used to create art. Evaluate why chosen specific techniques have been used and their	

					Create art which includes their own work and that of others using IT.	help create reflections.	Plan and use images created, scanned and found; altering them where necessary to create art.	effectiveness. Assess how to use feedback to make amendments and improvement to art. Experiment using a range of e-resources to create art.
<b>School Busy Bees</b> Be a friend					We discuss our work and positively comment on what we see.	We discuss our plans and decisions about techniques and the choices we make	We analyse our artwork and celebrate the skills we see through the process, not just end product.	We discuss our artwork and celebrate the skills we see through the process, not just end product.
Be you					We select our own style of drawings, using a variety of materials.	We select our own style of drawings, using a variety of materials to reflect our own style, culture and creativity	Our drawings and processes reflect our own preferences and personality.	Our drawings and processes reflect our own preferences and personality.
Be honest					We discuss our art work, explaining how we feel about it and say what we could do it differently next time.	We discuss our preferences in artwork and the materials we choose	We analyse and critique our work and the work of others to develop our skills.	We analyse and critique our work and the work of others to develop our skills.
Be brave					We experiment with different methods to produce a final piece. We use our own style.	We experiment with different methods to produce a final piece. We use our own style.	We evaluate different artworks, expressing our likes and dislikes	We evaluate different artworks, expressing our likes and dislikes Our own and that of known artists.
Be kind					We share the resources and are patient when we have to wait for materials.	We observe our friends work and evaluate what has worked well. We share resources.	We analyse our ideas and share strategies of what works well with others.	We analyse our ideas and share strategies of what works well with others.
Key vocabulary	<b><u>Using Materials</u></b> Dough, paint, card, paper, rough, smooth, hard, sticky, wet, dry, joins, glue, tape		<b><u>Using Materials</u></b> Clay, plasticine, sculpture, roll, press, coil, rub,		<b><u>Drawing / Drawing, painting and sculpture</u></b>		<b><u>Drawing / Drawing, painting and sculpture</u></b> Collagraphy, malleable, layer, composition, scale, perspective,	

	<p><b><u>Drawing / Drawing, painting and sculpture</u></b> Line, dot, circle, zigzag, straight, thick, fine, thin, dark, light</p> <p><b><u>Using colour, pattern, texture, line, form, shape and space</u></b> Mix, match, dark, light, shape, pattern, stripes, spots, repeat, same, different</p>	<p><b><u>Drawing / Drawing, painting and sculpture</u></b> Tone, shade, texture, blend, cross hatching, pressure, line, dark, light, form</p> <p><b><u>Using colour, pattern, texture, line, form, shape and space</u></b> Tints, tones, primary colours, secondary colours, shading, techniques</p> <p><b><u>Range of artists / Study of great artists</u></b> artist, tint, compare</p>	<p>Proportion, wash, mood, complimentary colours, tertiary colour, colour wheel, figures, grade</p> <p><b><u>Range of artists / Study of great artists</u></b> Artist, compare, technique, style, similarity, difference, preference. Experiment, features, historical period, reflections, interpret.</p> <p><b><u>Using sketchbooks</u></b> Explain, adapt, refine, digital image, sketchbook, technique, recreate</p>	<p>foreground, background, score, mixed media</p> <p><b><u>Range of artists / Study of great artists</u></b> Culture, Art Form, Influence, Innovate, Research, Style, Replicate, Pop Art, Abstract Art</p> <p><b><u>Using sketchbooks</u></b> Multimedia, critical thinking, inspiration, review, revisit</p>
Sticky Knowledge	<p><b><u>Using Materials</u></b> Materials can be combined and joined together using different tools and methods. Each material has a set of properties that make it more or less useful for a chosen design or product. Different tools can be used to create different textures. Some materials are hard and others are soft.</p> <p><b><u>Drawing / Drawing, painting and sculpture</u></b> Mark making tools can be used to create a variety of large and small marks Dark and light marks are made using the same tool by changing the pressure. Mark making tools can create different types of lines and shapes e.g. thick, thin, circular.</p> <p><b><u>Using colour, pattern, texture, line, form, shape and space</u></b> The main colours are red, yellow, blue, green, orange, black, white, grey, pink and purple. New colours can be made by mixing colours together.</p>	<p><b><u>Using Materials</u></b> Materials such as clay, dough or plasticine can be cut, rolled and coiled. Sculptures can be created by pressing, rolling and painting.</p> <p><b><u>Drawing / Drawing, painting and sculpture</u></b> Different grades of pencil will create lines of different thickness in drawings. Materials in nature can be used to create pattern, texture, line, shape, form and space. Applying different pressure to the pencil will create different tones of shading. Different techniques for pastel work will create different effects - draw with the end of the pastel, using the edge of the pastel, cross hatching and blend pastels</p> <p><b><u>Using colour, pattern, texture, line, form, shape and space</u></b> The primary colours are red, yellow and blue. Secondary colours can be made by mixing red and yellow to make orange, blue and yellow to make</p>	<p><b><u>Drawing / Drawing, painting and sculpture</u></b></p> <p>Different grades of pencil can be used to create shade and show tones and textures. Correct proportions make effective and accurate drawings. Paint can be used as a wash to create a background. Different types and thickness of brushes will create different effects in painting. Colour and different techniques can create mood and feeling. There are complimentary colours and warm and cold colours. Tertiary colours are made by mixing a primary colour with an adjacent secondary colour from the colour wheel.</p> <p><b><u>Range of artists / Study of great artists</u></b> Different artists have preferred styles and techniques. Key features can identify art from different historical periods.</p>	<p><b><u>Drawing / Drawing, painting and sculpture</u></b> Different emotions can be expressed in artwork. Papier mache is a malleable media, meaning it can be moulded when wet and painted when dry. More than one layer of colour can be added to build on the print design. Colour can divide the foreground from the background. Scoring the clay means that you make scratches in the surfaces that will be sticking together. Slip is used to join pieces of clay together and to decorate. Mixed media is a piece of artwork where more than one medium has been used.</p> <p><b><u>Range of artists / Study of great artists</u></b> Chelsey Bonestell was the 'father' of modern space art. Lucian Rudaux was a French Astronomer and considered – alongside Bonestell – to be revolutionary in their art for space. Texture is the feeling, appearance or consistency of an object or material. It can be man made or natural, functional or decorative.</p>

		<p>green &amp; blue and red to make purple.</p> <p>Tints can be created with paint by adding white and tones are made by adding black.</p> <p><b><u>Range of artists / Study of great artists</u></b></p> <p>Van Gogh was born in 1853 in the Netherlands and painted over 900 paintings. He moved to lots of different countries which inspired his art work.</p> <p>Van Gogh cut his ear off when he fell out with another artist.</p> <p>Monet was born in 1840 in France and he created 250 different water lily paintings in his lifetime.</p>	<p>The work of 2 artists can be compared to find similarities and differences. Artists' work can be interpreted in different ways.</p> <p><i>This will also involve additional knowledge about the chosen artist.</i></p> <p><b><u>Using sketchbooks</u></b></p> <p>Artwork can be adapted and refined. Sketchbooks are used to collect and record visual information about a chosen artist and experiment with different techniques.</p> <p>Art can be created digitally and technology can be used to recreate an artistic style.</p>	<p>Andy Warhol was a prominent figure in the Pop Art movement and used many ironic images around popular culture of the time, including space.</p> <p>Abstract art can be interpreted in many ways, including Kandinsky's painting which can be described as like planets. Art reflects the culture of a society. There are different art forms from different cultures and they use varying techniques.</p> <p><b><u>Using sketchbooks</u></b></p> <p>Evaluation of artwork involves identifying both areas of success and areas to develop.</p> <p>Selecting appropriate multimedia resources can add texture to artwork. Sketchbooks are used to gather ideas and inspiration for chosen designs. Artwork should be critically reviewed and ideas revisited to develop the final piece.</p>
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## Oracy Objectives in Art Subject Progression

Foundation Stage	<p>Physical: Speak clearly with appropriate volume during art activities, looking at the person they are speaking to.</p> <p>Linguistic: Use simple sentences to describe their created artwork, including naming colours</p> <p>Cognitive: Ask simple questions about the materials they are using, (e.g. will the glue work on this?)</p> <p>Social/Emotional: Take turns speaking when making and showing artwork; listen to instructions and respond appropriately; share ideas about favourite materials and colours.</p>
Key Stage 1	<p>Physical: Use tone and volume appropriately when giving feedback about their friends work; use gestures naturally (e.g., pointing to specific areas, colours or materials).</p> <p>Linguistic: Use key vocabulary (e.g. " colour, hard, soft, cut, paint, draw") to describe materials and what they are doing; begin using sentence stems (e.g., "I really like/dislike because").</p> <p>Cognitive: Ask and answer questions about choices; describe how they make different types of lines</p> <p>Social/Emotional: Participate in group discussions during art activities; listen actively to peers; offer kind feedback and encouragement.</p>
Lower Key Stage 2	<p>Physical: Vary tone and use gestures deliberately to support explanations (e.g., this is why I chose to use...); consider posture whilst speaking and gestures to demonstrate how they use the materials.</p> <p>Linguistic: Use specialist vocabulary (e.g., "tone, texture, complementary, tertiary"); build on others' ideas using structured stems (e.g., "I think the artist has created this by...").</p> <p>Cognitive: Ask probing questions (e.g., "What will happen to my piece when... ?"); justify material and colour choices with reasoning.</p> <p>Social/Emotional: Speak confidently in front of peers; invite quieter pupils to contribute; reflect on different artists and what they are communicating.</p>
Upper Key Stage 2	<p>Physical: Adapt tone, pace, and volume for different audiences (e.g., evaluating another person's artwork, describing what they have done); use gestures naturally.</p> <p>Linguistic: Use sophisticated sentence stems fluently (e.g., "I am inspired by this work because ..."); vary sentence structure for effect.</p>

	<p>Cognitive: Justify decisions with evidence (e.g., “My choice of media/technique has allowed me to...”); construct detailed arguments during planning for a group piece.</p> <p>Social/Emotional: Read group dynamics and adapt communication; use humour and empathy effectively; lead discussions and reflect critically.</p>
Cross-Curricular Oracy Skills	<p>Listening: Active listening during instructions, peer feedback, and team planning.</p> <p>Speaking: Clear articulation of subject choices, strategies, and reflections.</p> <p>Reasoning: Making connections between physical actions and outcomes; explaining cause and effect in use of different media</p> <p>Presenting: Sharing learning through demonstrations, peer evaluations, and assemblies.</p>