

Wherwell Primary School Art Progression of Skills

EYFS

Expressive Arts and Design (Exploring and Using Media and Materials): Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative): 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.

Key Stage 1 National Curriculum Expectations:

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2 National Curriculum Expectations Pupils

should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; • to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent

To ensure coverage of the skills required to meet the aims of the national curriculum. To ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, such as collage, printing, weaving and pattern making. Children will develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through skills progression, knowledge progression and the opportunity to ask questions and demonstrate their skills in a variety of ways. Children will be encouraged to develop their emotional expression through art to enhance and support their personal, social and emotional development.

Implementation

Each key stage focuses on different themes to ensure children's continued interest in the subject and acquisition of new knowledge alongside continued development of techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children will also learn how art and design both reflect and shape history, and contribute to culture and creativity.

Impact

Art and design learning is enjoyed by teachers and pupils across school. Teachers have high expectations and quality evidence can be presented in a variety of ways (including introduction of sketch books). All children use technical vocabulary accurately and apply and understand the skills and processes. Children become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

KS1

Children start to understand how ideas are developed through processes. Children build up resilience through getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.

KS1 Art and Design National Curriculum

To produce creative work, exploring their ideas and recording experiences. Children:

- respond positively to ideas and starting points;
- explore ideas and collect information;
- describe differences and similarities and make links to their own work;
- try different materials and methods to improve;
- use key vocabulary to demonstrate knowledge and understanding: *work, work of art, idea, starting point, observe, focus, design, improve* **Breadth of Study:**
- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Use ICT.
- Investigate different kinds of art, craft and design.

LKS2

Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. **KS2 Art and Design National Curriculum**

Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children:

- use sketchbooks to record ideas;
- explore ideas from first-hand observations;
- question and make observations about starting points, and respond positively to suggestions;
- adapt and refine ideas;
- use key vocabulary to demonstrate knowledge and understanding: *line, pattern, texture, form, record, detail, question, observe, refine*.

Breadth of Study:

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Use ICT.
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

UKS2

Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.

KS2 Art and Design National Curriculum

Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children:

- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- think critically about their art and design work;
- use digital technology as sources for developing ideas;
- use key vocabulary to demonstrate knowledge and understanding: *sketchbook, develop, refine, texture, shape, form, pattern, structure*.

Breadth of Study:

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Use ICT.
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

	YrR	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Exploring and Developing Ideas	<p>Children have a range of opportunities to develop their ideas through a variety of experiences. Explore mark making using a wide range of drawing and mark making implements and surfaces. Explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and as they develop their ideas. Compare and explore differences and similarities between their own work and that of others. Talk about their own work and begin to evaluate and compare own work with that by others. (Begin to consider how they might change or improve their work if repeated (ELG+))</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it, e.g. annotated sketchbook. Identify what they might change in their current work or develop in their future work.</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it, e.g. annotated sketchbook. Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Drawing</p>	<p>Drawing including pencil, charcoal, inks, chalk, pastels, computer software.</p> <p>Investigate different lines.</p> <p>Explore different textures to make lines and draw including things like sponges, fabric, brushes, sticks etc.</p> <p>Encourage increasingly accurate representations of people.</p> <p>Explore pattern using paint, pencil, textiles, clay, printing etc.</p> <p>Explore simple symmetry.</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Draw lines of varying thickness.</p> <p>Use dots and lines to demonstrate pattern and texture.</p> <p>Use different materials to draw, e.g. pastels, chalk, felt tips.</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Use key vocabulary to demonstrate knowledge and understanding: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Use different materials to draw, e.g. pastels, chalk, felt tips.</p> <p>Show an awareness of space when drawing. Use key vocabulary to demonstrate knowledge and understanding, e.g. portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Use shading to show light and shadow effects. Use key vocabulary to demonstrate knowledge and understanding.</p>	<p>Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching.</p> <p>Explore movement and perspective in drawing.</p> <p>Use a variety of tools and select the most appropriate.</p> <p>Use key vocabulary to demonstrate knowledge and understanding.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Use key vocabulary to demonstrate knowledge and understanding, e.g. line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>
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Painting	<p>Explore colour using age appropriate paint, ink, dye, textiles, pencils, crayon, pastels, chalk. Name primary colours and experiment mixing colours. Learn the names of different tools that can be used to apply colour. Use a range of tools to make coloured marks on paper including brushes, sponges, sticks, rollers, cotton buds.</p>	<p>Experiment with a variety of tools and techniques including different brush sizes and types. Mix and match colours primary and secondary. Work on different scales, e.g. large brush on large paper etc. Mix secondary colours using different types of paint. Create different textures e.g. use of sawdust.</p>	<p>Mix a range of secondary colours. Begin to explore shades and tones (by adding white and black to alter tints and shades). Name the primary and secondary colours. Experiment with tools and techniques, including layering, mixing media, etc. Introduce different types of paint and their properties. Work on different scales. Begin mix and match colours using primary and secondary. Begin to use key vocabulary to demonstrate knowledge and understanding: primary, secondary, skin tones (e.g. for self portraits), shades, warm colours, cool colours, watercolour wash, acrylic paint.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Use different paints appropriately. Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Introduce use of varied brush techniques to create shapes, textures, patterns, lines and directions.</p>	<p>Make and match colours with increasing accuracy using the correct language, e.g. primary and secondary. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Begin to plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Create different textures and effects with paint. Use key vocabulary to demonstrate knowledge and understanding, e.g. colour, foreground, middle ground, background, abstract, emotion, blend, mix, line.</p>	<p>Demonstrate a secure knowledge about primary, secondary and tertiary, warm and cold, complementary and contrasting colours. Create a colour palette, demonstrating mixing techniques. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. Use key vocabulary to demonstrate knowledge and understanding: blend, mix, line, tone, shape, construct, absorb, colour. Begin to explore composition. Develop an understanding of how a painting is composed.</p>	<p>Demonstrate confident knowledge about primary, secondary and tertiary colours. Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out planning, test media and materials and mix appropriate colours. Work from a variety of sources, including those researched independently. Show an awareness of how paintings are created (composition).</p>
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<p>Printing</p>	<p>Explore printing using found materials and objects including reclaimed materials, fruit and vegetables, wood blocks, press print, lino, string. Explore making rubbings Print with block colours and a wide range of familiar and unusual resources.</p>	<p>Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment. Experiment with a variety of materials, e.g. sponges, fruit, blocks.</p>	<p>Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. Explore and be inspired by an original print. Use a variety of materials, e.g. sponges, fruit, blocks. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. Use key vocabulary to demonstrate knowledge and understanding, e.g. colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. Make own simple printing blocks. Explore tools such as pencils on foam.</p>	<p>Research, create and a print using a variety of techniques. Select the kinds of material to print with to get the effect they want. Experiment with printing such as marbling, silkscreen or cold-water paste. Use more than one colour to layer in a print. Replicate patterns from observations. Make printing blocks. Make repeated patterns with precision. Use key vocabulary to demonstrate knowledge and understanding, e.g. line, pattern, texture, colour, shape, block printing ink, printing tiles, inking rollers.</p>	<p>Explain a few techniques, including the use of polyblocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. Explore a variety of tools. Begin to develop printing technique on alternative materials such as fabric.</p>	<p>Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work independently. Design and create printing blocks/tiles. Develop techniques in mono, block and relief printing. Select appropriate tools. Create and arrange accurate patterns. Use key vocabulary to demonstrate knowledge and understanding, e.g. Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>
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Textiles	<p>Explore texture using materials including textiles, clay, sand, plaster, stone.</p> <p>Handle and manipulate materials including textiles, fabric, clay, sand, plaster and stone.</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>How to thread a needle, cut, glue and trim material.</p> <p>Show pattern by weaving.</p>	<p>Use a variety of techniques including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Use a dyeing technique to alter a textile's colour and pattern.</p> <p>Decorate textiles with glue or stitching, to add colour and detail. Use key vocabulary to demonstrate knowledge and understanding, e.g. textiles, fabric, weaving, woven, alternate, over, under, decoration, decorative, dye, wax, resist, crayons.</p>	<p>Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching.</p> <p>Cutting and joining.</p>	<p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Experiments with paste resist.</p> <p>Select appropriate materials, giving reasons.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, decoration.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work.</p> <p>Add decoration to create different effects. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>
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Collage	<p>Explore textures by making simple collages and simple weaving.</p>	<p>Create images from imagination, experience or observation. Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p>Sort and arrange materials.</p>	<p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p> <p>Use a combination of materials that have been cut, torn and glued. Add texture by mixing materials.</p> <p>Use key vocabulary to demonstrate knowledge and understanding, e.g. collage, squares, gaps, mosaic, cut, place.</p>	<p>Experiment with an increasing range of media e.g. overlapping, layering etc.</p>	<p>Select colours and materials to create effect, giving reasons for their choices.</p> <p>Refine work as they go to ensure precision. Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage. Use key vocabulary to demonstrate knowledge and understanding, e.g. texture, shape, form, pattern, mosaic.</p>	<p>Use a range of media to create collage.</p> <p>Experiment with using relief techniques, e.g. batik or tie-dye.</p> <p>Create and arrange accurate patterns.</p>	<p>Add collage to a painted or printed background to create depth of interest.</p> <p>Select and use a range of mixed media effectively.</p> <p>Plan and design collage.</p> <p>Use key vocabulary to demonstrate knowledge and understanding, e.g. shape, form, arrange, fix.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">3 D form/Sculpture</p>	<p>Explore form through three-dimensional work using clay, playdough, salt dough, boxes, wire, paper sculpture and mod roc. Explore properties of materials by handling and manipulating materials. Constructing using a range of materials, objects and shapes. Explore different ways of constructing and joining.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and manufactured materials for sculpting, e.g. clay, straw and card. Explore shape and form. Use a variety of shapes, including lines and texture. Be aware of the safety and basic care of materials and tools.</p>	<p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots, textured relief tiles and models. Use a variety of techniques, e.g. rolling, cutting, pinching. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Use key vocabulary to demonstrate knowledge and understanding, e.g. sculpture, statue, model, 3D, land art, carving, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Cut, make and combine shapes to create recognisable forms. Use clay and other malleable materials and practise joining techniques. Work with increasing independence. Cut and join wood safely and effectively. Plan, design and make models of an increasing variety, e.g. make a simple papier mache form.</p>	<p>Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Add materials to sculpture to create detail. Use key vocabulary to demonstrate knowledge and understanding, e.g. rectangular, concrete, architect, 2D, 3D, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, puppet.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manufactured materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils etc. Develop cutting and joining skills, e.g. using wire and slips. Use tools and materials to carve, add shape, add texture and pattern.</p>	<p>Create sculpture and constructions with increasing independence. Plan and design a sculpture. Use alternative materials to create a 3D sculpture. Use key vocabulary to demonstrate knowledge and understanding, e.g. form, structure, texture, shape, mark, soft, join, cast.</p>
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Work of other Artists	<p>Children have the opportunity to engage with the work of famous artists in a variety of ways within the learning environment. They will be exposed to a range of different artists and given opportunities to comment on and respond to their work. Artists may include: Mondrian, Monet, Paul Klee, Kandinsky, Andy Goldsworthy, Arcimboldo.</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. <u>KS1 Art and Design National Curriculum</u> To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Children:</p> <ul style="list-style-type: none"> • describe the work of famous artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare; • use key vocabulary to demonstrate knowledge and understanding. <p>Artists studied may include: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. <u>KS2 Art and Design National Curriculum</u> To learn about great artists, architects and designers in history. Children:</p> <ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; • use key vocabulary to demonstrate knowledge and understanding. <p>Artists studied may include: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael BrennandWood.</p>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. <u>KS2 Art and Design National Curriculum</u> To learn about great artists, architects and designers in history. Children:</p> <ul style="list-style-type: none"> • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives; • use key vocabulary to demonstrate knowledge and understanding. <p>Artists studied may include: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.</p>
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