



Note initials of children WB, WT, EXP and GD.

| strand | objective | working below | working towards | expected | greater depth |
|------------------------|--|---------------|-----------------|----------|---------------|
| Drawing | Depicting shadows and reflections using light and shade. Choosing appropriate techniques to convey meaning or atmosphere. | | | | |
| | Combining different pressures and shading techniques. | | | | |
| | Developing a personal style. | | | | |
| | Choosing appropriate techniques to convey meaning or atmosphere. | | | | |
| | Vocabulary: Focal point, vanishing point, composition, light and heavy pressure | | | | |
| painting | Include texture gained through paint mix or brush technique. | | | | |
| | Show well developed control is to achieve effects. | | | | |
| | Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere. | | | | |
| | Vocabulary: Hue, intensity, palette knives | | | | |
| 3D Sculpture | Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques. | | | | |
| | Making models on a range of scales that communicate observations from the real or natural world. | | | | |
| | Producing sculptures that are well proportioned. | | | | |
| | Vocabulary: Composition, structural armatures and surfaces, Mod Roc, reduction and subtraction | | | | |
| Materials and Textiles | To have an understanding of the nature of materials and explore these using them for different purposes. | | | | |
| | To develop an understanding of wax resist using it effectively in the response to the work of a textile artist. | | | | |
| | Combining a range of sewing, printing, dyeing and joining techniques to good effect. | | | | |
| | To design and develop weaving skills. | | | | |
| | To respond to artefacts from a different time and culture. | | | | |
| | Vocabulary: Composition, fabric collage, paper weaving, willow work, beadwork, mosaic, textile weaving, casting, and using materials such as willow, papers, yarns, plastics, wire and metals, leather, clay, textiles, found and recycled materials; line, shape, form and space | | | | |
| printing | Choosing the appropriate materials on which to print to suit the purpose. | | | | |
| | Using drawings and designs to bring fine detail into my work. | | | | |
| | Combining printing techniques within one piece of work to create impact and effect. | | | | |
| | Vocabulary: repeat printing, digital technology, tie-dye | | | | |
| Collage | Choosing the most appropriate materials to fit the purpose. | | | | |
| | Conveying a definite theme that is apparent to any viewer. | | | | |

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|-----------------|---|--|--|--|--|
| | Vocabulary: Rubbing, superimposing, montage | | | | |
| Verbal Response | Able to say what they think and feel about their own and others' work and suggest ways of improving their own work. | | | | |

| Attitude To Learning | Note initials of children's attitude to Learning | |
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| Year Group | Year 5 | Year 6 |
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