Dunnington Primary School

Art and Design Long Term Plan

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Intent:

The long-term plan for Art and Design reflects the requirements of the National Curriculum for Key Stage 1 and 2.

We aim to provide children with a broad study of Art that gives them opportunities to experiment with a range of artistic techniques and learn about the artists, architects, sculptors and crafters who have shaped art in this country and elsewhere in the world.

Lessons are sequenced so that cumulatively children can build a knowledge base and make links between their learning. The pieces that children produce increase in complexity over time so that by the time they leave at the end of Year 6 they are confident working with a variety of techniques to produce a range of different outcomes.

Art and Design is taught as a discrete subject, usually once a week over half a term, although in some cases, depending on the subject being covered it may be most appropriate to teach it as a concentrated block so that children can become immersed in what they are doing and spend a longer time working on their project.

Implementation

We have chosen to teach the Art and Design curriculum using 'Kapow' Art and Design resources. These have been chosen because they give the children the opportunity to see clear, simple demonstrations of what they are making. These resources also support teachers with their subject knowledge, ensuring that they do not shy away from teaching the more advanced elements of this subject. Kapow also provides resources that support mixed aged classes.

Impact

Over time children develop a broad knowledge of the different elements of Art and Design, developing their skills and having the knowledge to be able to become more independent in planning and making their own projects.

Year Group	Cycle	Autumn Term	Spring Term	Summer Term	Stand-alone lessons
Reception		**Drawing: Marvellous Marks**	**Painting and mixed media: Paint my world**	**Sculpture and 3D: Creation station**	**Seasonal crafts –** as and when throughout the year
Year 1 and 2	**A 2024-25**	**Drawing: Make your mark**	**Sculpture and 3D: Paper play**	**Sculpture and 3D Clay Houses**	**Drawing: Tell a story**
Year 1 and 2	**B 2025-26**	**Craft and design: Map it out**	**Painting and mixed media: Colour Splash**	**Painting and mixed media: Life in colour**	**Craft: Woven wonders**
Year 3 and 4	**A 2024-25**	**Sculpture and 3D: Abstract shape and space**	**Drawing: Growing artists**	**Drawing: Power prints**	**Sculpture and 3D: Mega materials**
Year 3 and 4	**B 2025-26**	**Painting and mixed media: Light and dark**	**Craft and design: Ancient Egyptian scrolls**	**Craft and design: Fabric of nature**	**Painting and Mixed Media: Prehistoric Painting**
Year 5 and 6	**A 2024-25**	**Drawing: I need space**	**Painting and mixed media: Portraits**	**Drawing: Make my voice heard**	**Craft and Design: Architecture**
Year 5 and 6	**B 2025-26**	**Sculpture and 3D: Interactive installation**	**Craft and design: Photo opportunity**	**Sculpture and 3D: Making memories**	**Painting and mixed media: Artist study**

Progression of skills

	Reception	KS1	LKS2	UKS2
Drawing	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.
Painting and mixed media	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work	Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.
Sculpture and 3D	Use a range of drawing materials, art application techniques, mixed-media	Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures.	Use growing knowledge of different materials, combining media for effect.	Work with a range of media with control in different ways to achieve different effects,

	scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)	Explore and analyse a wider variety of ways to join and fix materials in place. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.
Craft and design	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to use a wide range of tools to draw, paint and create crafts.	Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Use growing knowledge of different materials, combining media for effect. Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire. Use more complex techniques to shape and join materials, such as carving and modelling wire.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.

Progression of knowledge				
	Reception	**KS1**	**LKS2**	**UKS2**
Colour	The names of a wide range of colours. Colours can be mixed to make new colours	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours. Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
Form	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three-dimensional art is called sculpture. That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract. Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece. The surface textures created by different materials can help suggest form in two-dimensional artwork.
Line	Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings. Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Using different tools or using the same tool in different ways can create different types of lines.	Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing. How line is used beyond drawing and can be applied to other art forms.
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works (for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.) Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Shape	The names of simple shapes in art.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it. Collage materials can be shaped to represent shapes in an image.	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art. How to use basic shapes to form more complex shapes and patterns.	Shapes can be used to place the key elements in a composition. How an understanding of shape and space can support creating effective composition.

		Shapes can be organic (natural) and irregular. Patterns can be made using shapes.		
Texture	Simple terms to describe what something feels like (eg. bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks. Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. How to use texture more purposely to achieve a specific effect or to replicate a natural surface	How to create texture on different materials. Applying thick layers of paint to a surface is called impasto and is used by artists such as Claude Monet to describe texture.
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. Different amounts of paint and water can be used to mix hues of secondary colours.	That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork	Tone can help show the foreground and background in an artwork. That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images

Progression of knowledge of artists				
	Reception	**KS1**	**LKS2**	**UKS2**

Meanings	This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.	● Some artists are influenced by things happening around them. ● Some artists create art to make people aware of good and bad things happening in the world around them.	● Art from the past can give us clues about what it was like to live at that time.	● Artists are influenced by what is going on around them; for example, culture, politics and technology. ● Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. ● How an artwork is interpreted will depend on the life experiences of the person looking at it. ● Artists can use symbols in their artwork to convey meaning. ● Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.
Interpretations	This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.	● Sometimes artists concentrate on how they are making something rather than what they make. ● Artists living in different places at different times can be inspired by similar ideas or stories. ● Art can be figurative or abstract.	● The meanings we take from art made in the past are influenced by our own ideas. ● Designers can make beautiful things to try and improve people's everyday lives. ● How and where art is displayed has an effect on how people interpret it.	● Artists use self-portraits to represent important things about themselves. ● Artists create works that make us question our beliefs. ● Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. ● Art can be a form of protest. ● Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. ● Art sometimes creates difficult feelings when we look at it.
Materials and processes	● Artists use modelling materials like clay to recreate things from real life. ● Artists choose colours to draw or paint with. ● Artists draw many different things and use different tools to draw with. ● Sometimes artists are inspired by the seasons. ● Some art doesn't last long- it is temporary. ● Sometimes artists cut and stick photos to make new images.	● Artists choose materials that suit what they want to make. ● Illustrators use drawn lines to show how characters feel. ● Artists try out different combinations of collage materials to create the effect they want. ● Artists can use the same material (felt) to make 2D or 3D artworks. ● Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'	● Artists have different materials available to them depending on when they live in history. ● Artists can make their own tools. ● Artists experiment with different tools and materials to create texture. ● Artists can work in more than one medium. ● Artist make decisions about how their work will be displayed. ● Artists choose what to include in a composition, considering both what looks	● Artists can choose their medium to create a particular effect on the viewer. ● Artists can combine materials; for example, digital imagery with paint or print. ● Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. ● Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.

			good together and any message they want to communicate. ● Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. ● Artists and designers sometimes choose techniques based on the time and money available to them. ● Artists use drawing to plan ideas for work in different media.	● Artists can use materials to respond to a feeling or idea in an abstract way. ● Artists take risks to try out ideas; this can lead to new techniques being developed. ● Artists can make work by collecting and combining ready-made objects to create 'assemblage'. ● Artforms are always evolving as materials and techniques change over time.
Skills	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Understand how artists choose materials based on their properties in order to achieve certain effects. Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display artwork, understanding how artists consider their viewer and the impact on them. Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries

Progression of knowledge of evaluating and analysing				
	Reception	**KS1**	**LKS2**	**UKS2**
What is art?	Art is: Looking, listening, thinking, collaborating,	● Art is made in different ways.	● Artists make art in more than one way.	● Sometimes people disagree about whether something can be called 'art'.

	collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring…	● Art is made by all different kinds of people. ● An artist is someone who creates. ● Craft is making something creative and useful.	● There are no rules about what art must be. ● Art can be purely decorative, or it can have a purpose. ● Artists make choices about what, how and where they create art. ● Artworks can fit more than one genre.	● Art doesn't always last for a long time; it can be temporary. ● Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. ● Art can represent abstract concepts, like memories and experiences. ● Art can be a digital art form, like photography.
Why do people make art?		● People use art to tell stories. ● People make art about things that are important to them. ● People make art to share their feelings. ● People make art to explore an idea in different ways. ● People make art for fun. ● People make art to decorate a space. ● People make art to help others understand something.	● People use art to tell stories and communicate. ● People can make art to express their views or beliefs. ● People make art for fun, and to make the world a nicer place to be. ● People use art to help explain or teach things. ● People make art to explore big ideas, like death or nature. ● Art can be created to make money; being an artist is a job for some people. ● Art, craft and design affects the lives of people who see or use something that has been created.	● People make art to express emotion. ● People make art to encourage others to question their ideas or beliefs. ● People make art to portray ideas about identity. ● People make art to fit in with popular ideas or fashions. ● Sometimes people make art to express their views and opinions, which can be political or topical. ● Sometime people make art to create reactions. ● People use art as a means to reflect on their unique characteristics.
How do people talk about art?	Skills - Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Skills - Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	● People can have their own opinions about art and sometimes disagree. ● One artwork can have several meanings. ● Art is influenced by the time and place it was made, and this affects how people interpret it. ● Artists may hide messages or meaning in their work. ● Artists evaluate what they make and talking about art is one way to do this.	● People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. ● Some artists become well-known or famous and people tend to talk more about their work because it is familiar. ● Talking about plans for artwork, or evaluating finished work, can help improve what artists create. ● Comparing artworks can help people understand them better. ● Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. ● People can have varying ideas about the value of art.

				● Art can be analysed and interpreted in lots of ways and can be different for everyone. ● Everyone has a unique way of experiencing art.
Skills			Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work. Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work which takes account of context and intention.

Overview: Progression of skills				
	Reception	**KS1**	**LKS2**	**UKS2**
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	Explore their own ideas using a range of media. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Experiment in an exploratory way.	Use sketchbooks to explore ideas. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

Knowledge of artists	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects. Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display artwork, understanding how artists consider their viewer and the impact on them. Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.

		Begin to talk about how they could improve their own work. Talk about how art is made.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work which takes account of context and intention.