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| **Navigators 1** | | |
| **Media** | **Composites** | **Components** |
| ***Drawing*** | **Ar70** Research and use a variety of source material for their work | To use other artists’ work as inspiration for their own |
| **Ar71** Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape | To know that tone refers to how light or dark a colour or shade is  To be able to experiment with lines to create more complex patterns and shapes  To be able to manipulate lines with smudging (if using charcoal, for example) or cross-hatching to create texture |
| **Ar73** Work in a sustained and independent way from observation, experience and imagination | To know that art sources come from observation, experience and imagination  To recognise the difference between drawing from observation, experience and imagination  To know that observational drawings are those done from looking at a physical object or scene at the current time  To know that experiential drawings are those done of things that the pupils have knowledge of but they can’t actually see at the time of drawing  To know that imaginative drawings are those that are done of things that are made up in their imagination  To be able to combine all three sources into one image |

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| **Navigators 1 (cont.)** | | |
| **Media** | **Composites** | **Components** |
| ***Painting*** | **Ar72** Work on preliminary studies to test media and materials. Investigate, explore and record information to generate imaginative ideas | To be able to experiment with different paint types such as watercolours, poster, powder and acrylic and be able to discuss the suitability and possible disadvantages of each paint type  To know that paint does not have to always be applied to paper and share ideas of other materials that could be used such as fabric, cardboard, sandpaper etc.  To be able to experiment with various brushstrokes and techniques previously learnt to generate a range of textures and visual effects |
| **Ar77** Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours | To be able to confidently select primary colours to mix together to make secondary colours  To know that warm colours are generally red through to yellow and cold colours are blues and greens  To know that complementary colours are colours that are directly opposite each other on a colour wheel and, when placed next to each other, produce the greatest contrast  To know that the term ‘contrasting colours’ can mean the same as complementary colours |
| **Ar78** Create imaginative work from a variety of sources | To be able to show a transference of skills in drawing from different sources such as experience, observation and imagination into painting  To be able to share where inspiration for work has come from |

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| **Navigators 1 (cont.)** | | |
| **Media** | **Composites** | **Components** |
| ***Printing*** | **Ar74** Become familiar with new techniques e.g. the use of poly-block, relief, mono and resist printing | To be able to recall skills in using polyblock printing from previous learning  To know that relief printing is where ink is applied to the raised surface of a printing block and is then pressed onto paper or fabric  To know that mono printing is a form of printing where the image can only be made once  To know that resist printing uses materials such as wax or chemicals to resist the ink in certain areas so that patterns can be formed |
| **Ar79** Choose the printing method appropriate to the task | To be able to confidently use skills developed in previous years such as using polystyrene tiles to create a simple patterned print  To independently use known methods, but then also consider ways in which they can be developed e.g. multi-layered printing |
| **Ar80** Build up layers and colours / textures | To be able to use stencils to hide or ink specific parts of a design so two or more colours can be added to one print  To be able to make stencils that are suitable for the task e.g. not too delicate or flimsy |
| **Ar81** Organise their work in terms of pattern, repetition, symmetry or random printing styles | To be secure in understanding that symmetry refers to shapes being reflected exactly  To be able to show thought and consideration to outcomes before printing |

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| **Navigators 1 (cont.)** | | |
| **Media** | **Composites** | **Components** |
| ***Textiles / Collage*** | **Ar82** Join fabrics in different ways, including stitching | To be able to follow instructions on threading a needle and have a go independently  To have a go at stitching two pieces of fabric together before assessing their levels of success  To be able to attach a button to a piece of fabric  To be aware that some of these skills require patience and practice is needed  To be able to transfer skills during practice a larger make e.g. making a fabric poppy |
| ***3D Form*** | **Ar85** Plan a sculpture through drawing and other preparatory work | To be able to use images of Roman mosaics to inspire design ideas  To be able to make preparatory sketches of ideas, with notes to support making process  To be able to collect materials and tools selectively and share materials with others |
| ***General*** | **Ar75** Compare and comment on ideas, methods and approaches used in their own and others’ work, beginning to relate these to intention, in order to adapt and improve outcomes | To be able to articulate what they like about their own work and that of others  To be able to offer constructive feedback such as “I like…but I think… could have been improved because…”  To be able to think back to the initial brief and idea at several stages of the sketch, design and make processes |
| **Ar86** Design and create image and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials | To be able to share clear intentions of their images and artefacts with an adult before starting the project  To be able to select materials and tools with purpose and be selective over their choices i.e. not take everything because they *might* need it  To be able to discuss how their work can be made personal to them and develop their own personal approach |