

Inspiring children to shine



'walk as children of light'

Art and Design at Hardwicke Parochial Primary Academy

Purpose of study

At Hardwicke, we understand that a high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Art, craft and design embody some of the highest forms of human creativity.

Aims in Key Stage 1 and Key Stage 2

The national curriculum for art and design aims to ensure that all pupils:

- 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

Aims in Early Years Foundation Stage

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Vocabulary (Key stage 1)

Pastel, charcoal, chalk, artists, primary colours, secondary colours, tertiary colours, materials, medias, disciplines, drawing, line, shape, wavy, thick, thin, straight, impressed, overlaying, pattern, repeated pattern, sculpture, smooth, tactile, embellish, texture, form, soft, hard, broad, narrow, smooth, wrinkly, light, dark, pale, background, foreground, size, round ended brush, chisel brush, slip, malleable, clay, rolling, kneading, textural effects, surface, thumb pot, coil pot, roll, relief, slabs, printing, block, press, rubbings, stamp, ink, collage, over-lap, fold, crumple, tear, digital camera, photograph, self-portrait, zoom, viewfinder, digital image, save, selfie, laptop, iPad, cubism,

Vocabulary (Key stage 2)

Hatching, cross-hatching, feathering, stippling (dots), shading, contrast, background, foreground, tertiary colours, cool colours, warm colours, sharp line, smudge, abstract, complementary, harmonising/ harmonious, mood, wash, screen print, transfer, carve, blending, third/three dimension, height, length, breadth, recede, tonal range, tonal contrast, perspective, single focal point, vanishing point, horizon, scale proportion, review, revisit, design techniques, atmosphere, mood, light effects, flesh, surface patterns, textures, join, construct, modelling, shape, viewpoint, inking-up, roller, rotate, raised, scratched, pressure, pattern, repetition, symmetry, layers, resist, decoupage, batik, wax resist, angle, edit, change, resize, mask, cut, animation, stop-motion, frame, lighting, shadow

Progression of skills

Exploring, developing and evaluating ideas of their own and that of other artists	YR	Children investigate, experience things and have a go (C of E L playing & exploring). Share their creations, explaining the process(s) they have used. Reflect on how they have achieved their aims.
	Key Vocabulary	Tell me about..., respond, reflect, observation, imagination, experiment, decorate, create, process.
	NC	Pupils should be taught 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
	Year 1	Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art Start to record simple explorations in sketchbooks <i>ARTIST STUDY: Pablo Picasso (cubism, focus: colour and shape)</i>
	Key Vocabulary	artists, primary colours, secondary colours, tertiary colours, materials, shape, wavy, thick, thin, straight, impressed, overlaying, pattern, repeated pattern, size,
	Year 2	Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response to the work of another artist Use a sketchbook to plan and develop simple ideas <i>ARTIST STUDY: Paul Cezanne (focus: landscapes)</i>
	Key Vocabulary	Pastel, artists, primary colours, secondary colours, tertiary colours, materials, medias, disciplines, drawing, line, shape, wavy, thick, thin, straight, texture, form, soft, hard, broad, narrow, smooth, wrinkly, light, dark, pale, background, foreground, size, surface.
	NC	Pupils should be taught about great artists, architects and designers in history.
	Year 3	Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods Use a sketchbook to record explorations and experimentations as well as planning and collecting source material for future works <i>ARTIST STUDY: Georgia O'Keefe (focus: observational study) (possible cross-curricular links: Science plants)</i>
	Key Vocabulary	Art, observation, comparison, line, shade, colour, contrast, colour, prime
	Year 4	Experiment with the styles used by other artists Explain some of the features of art from historical periods Know how different artists developed their specific techniques Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours, and collect source material for future works <i>ARTIST STUDY: Monet (focus: landscapes) & Henry Moore (focus: sculpture) (possible cross-curricular links: History- Greek vases)</i>
	Key Vocabulary	shading, contrast, background, foreground, tertiary colours, cool colours, warm colours, sharp line, smudge, abstract, complementary, harmonising/ harmonious, mood, wash, carve, blending, third/three dimension, height, length, breadth, recede, tonal range, tonal contrast, perspective, single focal point, vanishing point, horizon, scale proportion, review, revisit, design techniques, atmosphere, mood, light effects, flesh, surface patterns, textures, join, construct, modelling, shape, viewpoint
Year 5	Research the work of an artist and use their work to replicate style Recognise the art of key artists and begin to place them in key movements or historical events Use sketchbooks to collect, record, and plan for future works	

		<i>ARTIST STUDY: Vincent Van Gogh (focus: texture and media) & Peter Thorpe (focus: collage) possible cross-curricular links: Science (Earth & space)</i>
	Key Vocabulary	shading, contrast, background, foreground, tertiary colours, cool colours, warm colours, sharp line, smudge, complementary, harmonising/harmonious, mood, blending, third/three dimension, height, length, breadth, recede, tonal range, tonal contrast, perspective, single focal point, vanishing point, horizon, scale proportion, review, revisit, design techniques, atmosphere, mood, light effects, flesh, surface patterns, textures, shape, viewpoint, repetition, symmetry, layers, decoupage, frame, lighting, shadow
	Year 6	<p>Explain the style of art used and how it has been influenced by a famous artist</p> <p>Understand what a specific artist is trying to achieve in any given situation</p> <p>Understand why art can be very abstract and what message the artist is trying to convey</p> <p>Explain why different tools have been used to create art</p> <p>Explain why chosen specific techniques have been used</p> <p>Know how to use feedback to make amendments and improvements to art</p> <p>Use sketchbooks to collect, record and plan for future works & adapt work according to their views</p> <p><i>ARTIST STUDY: Andy Warhol & William Morris (focus: printing & sculpture-clay tiles)</i></p>
	Key Vocabulary	Abstract, design techniques, amendments, edit, change, resize, review, mood, atmosphere, light effects, flesh

Drawing	YR	<p>Mark Making Draw on different surfaces and coloured paper with a range of media. Produce lines of different thickness using a pencil</p> <p>Shape Observe and draw shapes from observations.</p> <p>Media Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media.</p> <p>Textures Explore different patterns and textures from observations, imagination and illustrations.</p>
	Key Vocabulary	Line, thick, thin, wavy, straight, pencil, finger, stick, chalk, pastel, felt tip, imagination, fine motor, illustrations.
	NC	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
	Year 1	<p>Mark making Know how to use pencils to create lines of different thickness in drawings Begin to control the types of marks made with the range of media. Draw on different surfaces</p> <p>Shape Begin to explore the use of line, shape and colour Use drawing skills to create simple shapes to represent objects seen, remembered or imagined Using shape and colour to create a composition and talk about it Know how to show how people feel in drawings</p> <p>Tone Develop a range of tone using a pencil and a variety of techniques: hatching, scribbling, stippling and blending Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. (2B, 4B, 6B)</p> <p>Media Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</p> <p>Textures</p>

	Investigate and produce an expanding range of textures by describing, naming, rubbing, copying. Draw for a sustained period of time real objects, including single and grouped objects
Key Vocabulary	drawing, line, shape, wavy, thick, thin, straight, impressed, form, soft, hard, broad, narrow, light, dark, pale
Year 2	<p>Mark making To demonstrate a variety of ways to make different marks in a controlled way (hatching, scribbling, stippling (dots)m blending</p> <p>Shape/form Experiment with the visual elements: line, shape, pattern, surface texture and colour</p> <p>Tone Develop and investigate a range of tone using a three grades of pencil (HB, 2B, 4B, 6B) and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Media Layer different media in a controlled way, e.g. crayons, pastels, felt-tips, charcoal and ballpoint Know how to use charcoal, pencil and pastel to create art</p> <p>Perspective and composition To be aware of foreground and background elements Know how to use a viewfinder to focus on a specific part of an artefact before drawing it Draw for a sustained period of time (over more than one session) real objects, including single and grouped objects</p>
Key Vocabulary	charcoal, chalk, materials, medias, drawing, line, shape, wavy, thick, thin, straight, embellish, texture, form, soft, hard, broad, narrow, smooth, wrinkly, light, dark, pale, viewfinder,
NC	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] To create sketch books to record their observations and use them to review and revisit ideas
Year 3	<p>Mark making Develop a wide range of intricate patterns/ marks using different media</p> <p>Shape/form To produce a careful drawing of a given object/ person with increased detail and awareness of some proportion. Know how to use sketches to produce a final piece of art Plan refine and alter their drawings as necessary Know how to show facial expressions in art</p> <p>Tone Develop a range of tone using different pencil and create shade (HB, 2B, 4B, 6B) and use a variety of drawing techniques such as: light and shadow</p> <p>Media Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Perspective and composition To begin to use foreground, middle ground and background within a drawing. Begin to show an awareness of objects having a third dimension Draw for a sustained period of time at their own level</p> <p>Textures Create textures with a wide range of drawing implements. Apply use of pattern and texture in a drawing.</p>
Key Vocabulary	Sketch, pencil, line, shade, mark, texture, pattern, dirmension, tone, colour, shape, pattern.
Year 4	<p>Mark making Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p>

	<p>Use sketchbooks to experiment with different texture</p> <p><u>Shape/form</u> Developing techniques to create intricate patterns using different grades of pencil and other implements/media Understanding why they best suited. Alter and refine drawings and describe changes using art vocabulary for sustained periods of times. Explore relationships between line and tone, pattern and shape, line and texture To draw with increasing accuracy of proportion, form and shape. Use sketchbooks to help create facial expressions and body language in sketches Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections</p> <p><u>Perspective and composition</u> To use background, middle ground and foreground within a drawing Create an observational drawing from a range of viewpoints. Have opportunities to develop further drawings featuring the third dimension and perspective.</p>
Key Vocabulary	Hatching, cross-hatching, feathering, stippling (dots), shading, contrast, background, foreground, sharp line, smudge, mood, blending, third/three dimension, tonal range, tonal contrast, perspective, single focal point, vanishing point, horizon, scale proportion, surface patterns, textures, shape, viewpoint, scratched
Year 5	<p><u>Mark making</u> Independently demonstrate a variety of ways to make different marks using different media (hatching, shading within their own work). Experiment by using marks and lines to produce texture</p> <p><u>Shape/form</u> Know how to organise line, tone, shape and colour to represent figures and forms in movement Know how to express emotion in art Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape Adapt, review and evaluate drawings Experiment with shading to create mood and feeling Work in a sustained and independent way from observation, experience and imagination</p> <p><u>Perspective and composition</u> Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Create an observational drawing from a range of viewpoints/ viewfinders. Experiment with media to create emotion in art</p>
Key Vocabulary	Hatching, cross-hatching, shading, contrast, tertiary colours, cool colours, warm colours, sharp line, smudge, mood, tonal range, tonal contrast, perspective, single focal point, vanishing point, horizon, scale proportion, review, revisit, atmosphere, mood, surface patterns, textures, shape, viewpoint, shadow
Year 6	<p><u>Mark making</u> Independently demonstrate a wide variety of ways to make different marks</p> <p><u>Shape/form</u> Draw with increasing accuracy from observation and imagination. Manipulate, experiment and develop their own style of: <i>line, tone, pattern, texture, form, space, colour, shape</i></p> <p><u>Media</u> Use a range of pencils, charcoal or pastels when creating a piece of observational art Make independent choices in drawing including paper choices and media Know which media to use to create maximum impact</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Draw for a sustained period of time over a number of sessions working on one piece</p>

	Key Vocabulary	Hatching, cross-hatching, feathering, stippling, dots, shading, contrast, sharp line, mood, perspective, three dimensions, surface patterns, viewpoint, shadow, line, tone, pattern, form, space, colour, shape, repetition, pressure, single focal point, vanishing point, horizon, scale proportion, height, length, smudge, carve, blending,
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Painting	YR	Paint on a range of scales (A2/A3 paper) and surfaces Use a variety of tools (different size brushes, sponges, fingers etc) Recognise primary colours by name and introduce secondary colours Explore and experiment with colour matching to different artefacts and objects
	Key Vocabulary	Primary/ secondary colours, sponges, different brushes, line, colour, texture, shape, imagination, fine & gross motor.
	NC	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
	Year 1	Know the names of the primary and secondary colours Explore and experiment with colour matching Begin to control types of marks made with a range of media, brush sizes and tools Know how to create moods in art work Paint on a range of scales (A2/A3 paper)
	Key Vocabulary	Pastel, charcoal, chalk, artists, primary colours, secondary colours, tertiary colours, , size, round ended brush, chisel brush,
	Year 2	Know how to mix paint to create all of the secondary colours on a colour wheel Explore tertiary colours (mixing primary and secondary colours) Know how to create brown with paint Know how to create tints with paint by adding white Know how to create tones with paint by adding black Paint on a range of scales using a thin brush with small paper and large brush with large paper
	Key Vocabulary	primary colours, secondary colours, tertiary colours, broad, narrow, light, dark, pale, size, round ended brush, chisel brush
	NC	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] To create sketch books to record their observations and use them to review and revisit ideas
	Year 3	Know how to create a background wash Demonstrate increasing control of the types of marks painted Know how to use a range of brushes to create different effects and textures in painting Use & mix primary, secondary and tertiary colours, creating shades and tints of a variety of colours (light and dark) Explore and experiment with warm and cold colours understanding what they are and how they are used
	Key Vocabulary	Mix, colour wheel, blend, light dark, tint, shade, experiment, explore, warm, cold.
	Year 4	Use primary, secondary & tertiary colours, creating shades, tints and tone with increasing accuracy Begin to work in the style of a selected artist Start to develop a painting from a drawing Explore and experiment with complementary (harmonious) and contrast colours understanding what they are and how they are used Explore different paint and the textures/ effects created (watercolour, acrylic, poster)
	Key Vocabulary	contrast, background, foreground, tertiary colours, cool colours, warm colours, abstract, complementary, harmonising/ harmonious, mood, wash, blending, third/three dimension, tonal range, tonal contrast, perspective, single focal point, vanishing point, horizon, scale proportion, atmosphere, mood, light effects, flesh, surface patterns, shape, viewpoint, pattern, lighting, shade, frame

	Year 5	Show an awareness of how paintings are created Demonstrate a secure knowledge of primary, secondary & tertiary colours Understand when to use warm and cold, complementary and contrasting colours Mix and match colours to create atmosphere and light effects Create imaginative work from different sources
	Key Vocabulary	contrast, tertiary colours, cool colours, warm colours, complementary, mood, blending, tonal range, tonal contrast, atmosphere, light effects, lighting, shadow
	Year 6	Confidently describe how paintings are created Explore and experiment with monochrome Manipulate and create colours, shades and tones in paintings confidently using prior knowledge Work in a sustained and independent way to develop their own style Control the types of marks made and experiment with effects and textures Choose appropriate paint and paper to adapt and extend work
	Key Vocabulary	Complimentary, harmonising, background, foreground, tertiary colours, cool colours, warm colours, contrast, layers, wash,

Sculpture	YR	Manipulate malleable materials (clay, salt dough, papier mache) in a variety of ways: rolling, kneading, shaping, pinching, pushing Experiment with, construct and join recycled, natural & man-made materials Cut shapes using scissors Use simple 2D shapes to create 3-D form
	Key Vocabulary	Experiment, dough, explore, mark-making, materials, model, texture, observation, imagination, demonstrates, control, fine-motor, modelling tools.
	NC	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
	Year 1	Know how to manipulate, cut, roll and coil malleable materials Construct and join materials using different resources Impress and apply simple decorations
	Key Vocabulary	surface, thumb pot, coil pot, roll, relief, slabs, printing, block, press, rubbings, stamp, ink, collage, over-lap, fold, crumple, tear,
	Year 2	Construct sculptures with a range of malleable medias Know how to make a clay pot Know how to join clay using a slip Know how to join two clay finger pots together Plan, design and make models Explore carving
	Key Vocabulary	slip, malleable, clay, rolling, kneading, textural effects, surface, thumb pot, coil pot, roll, relief, slabs,
	NC	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] To create sketch books to record their observations and use them to review and revisit ideas
	Year 3	Construct a simple clay base for extending and modelling other shapes Produce more intricate surface patterns/ textures Build a textured tile by pressing natural objects into malleable material
Key Vocabulary	Texture, line, dark, pinch, slab, malleable, rigid, glazing, polishing, joining, carve	

	Year 4	Know how to sculpt and carve clay and other mouldable materials (pinch, slabbing & coiling) Plan a sculpture through drawing and other preparatory work Make a slip to join pieces of clay Use recycled, man-made materials to create 3D sculpture Describe different qualities involved in modelling , sculpture and construction
	Key Vocabulary	carve, third/three dimension, height, length, design techniques, surface patterns, textures, join, construct, modelling, shape, raised, scratched, pressure
	Year 5	Plan a sculpture through drawing and other preparatory work in a sketchpad Create 3D sculptures using chicken wire & mod-roc with increasing independence Develop an understanding of different ways of finishing work (glaze, paint, polish, varnish) Adapt work as and when necessary and explain why
	Key Vocabulary	third/three dimension, height, length, breadth, surface patterns, textures, join, construct, modelling, shape, viewpoint, rotate, raised, scratched, pressure
	Year 6	
	Key Vocabulary	

Printing	YR	Experiment with different forms of printing: leaf, coin, brick printing, symmetry printing, pattern printing, fruit and vegetable printing Use stencils to create a picture
	Key Vocabulary	Experiment, printing, media, understand, techniques, fine motor.
	NC	To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Year 1	Know how to create a repeating pattern in print with a range of hard and soft materials (natural object)
	Key Vocabulary	pattern, repeated pattern texture, form, soft, hard, textural effects,
	Year 2	Know how to create a printed piece of art by pressing, rolling, rubbing and stamping
	Key Vocabulary	printing, block, press, rubbings, stamp, ink,
	NC	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] To create sketch books to record their observations and use them to review and revisit ideas
	Year 3	Research and discuss processes used to create simple prints which explore pattern and shape Explore three colour printing
	Key Vocabulary	Primary, secondary, tertiary, tints, tones, shades, mood, light, acrylic, watercolours, mark making.
Year 4	Know how to print onto different materials using at least four colours Use polyprint foam/ polystyrene to experiment with creating press prints Extend repeating patterns by overlapping, using two contrasting colours	

	Key Vocabulary	screen print, transfer, review, revisit, design techniques, inking-up, roller, rotate, raised, scratched, pressure, pattern, repetition, symmetry
	Year 5	Know how to create an accurate print design following given criteria Use a range of materials to create a press print (string patterns on cardboard) Build up layers and colours Alter and modify artwork
	Key Vocabulary	tertiary colours, cool colours, warm colours, review, revisit, design techniques, surface patterns, textures, join, construct, modelling, shape, viewpoint, inking-up, roller, rotate, raised, scratched, pressure, pattern, repetition, symmetry, layers
	Year 6	Know how to overprint to create different patterns Create and overlay prints on paper and fabric Build up colours and textures within print Develop complex prints using multiple layers and colours based on detailed planning/ design work
	Key Vocabulary	Inking up, roller, rotate, raised, scratched, pressure, pattern, symmetry, angle, screen print, transfer

Textiles and collage	YR	Cut, stick and combine a variety of materials including photocopies, fabric, plastic, tissue, magazines and food to create images/ pictures Decorate a piece of fabric.
	Key Vocabulary	Experiment, media, understand, glue, sticking, paper, fabric, natural materials, texture, observation, imagination, practise, fine motor, join, decorate.
	NC	To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Year 1	
	Key Vocabulary	
	Year 2	Use natural materials to consider pattern and textures (e.g stones, leaves, feathers, sticks, grasses, shells) Stitch two materials together
	Key Vocabulary	over-lap, fold,
	NC	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] To create sketch books to record their observations and use them to review and revisit ideas
	Year 3	
	Key Vocabulary	
	Year 4	Create textured collages from a variety of media Use a variety of techniques including printing, dyeing and weaving
	Key Vocabulary	Fabric, textiles, collaage, resemble, colour, patterns shape, texture, glue, sew, needle, felt, hessian, scraps, wool, yarn, thread, fur, tweed, silk satin, net, weave. layers, cut

	Year 5	
	Key Vocabulary	
	Year 6	Experiment with using batik (wax resist) safely Combine different techniques, colours & textures Be analytical in order to adapt, extend and justify work
	Key Vocabulary	Batik, wax, decoupage, construct, scale, proportion,

Digital Media	YR	Take a portrait/ self-portrait photograph.
	Key Vocabulary	Imagination, experiment, self-portrait, edit, change, save, photograph.
	NC	To use a range of materials creatively to design and make products
	Year 1	Know how to use IT to create a picture Take a series of photographs to describe a specific object Use zoom to show an item in detail Know how to use different effects within an IT paint package
	Key Vocabulary	, digital camera, photograph, self-portrait, zoom, viewfinder, digital image, save, selfie, laptop, iPad, cubism,
	Year 2	
	Key Vocabulary	
	NC	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] To create sketch books to record their observations and use them to review and revisit ideas
	Year 3	Know how to use digital images and combine with other media Know how to use IT to create art which includes their own work and that of others Know how to integrate digital images into artwork Use photographs to help create reflections Take a photo from an unusual or thought provoking viewpoint
	Key Vocabulary	Angle, image, rotate, landscape, portrait, zoom, macro, light, dark, mood, frame, ipad, image camera.
	Year 4	
	Key Vocabulary	
Year 5	Know how to use images created, scanned and found; altering them where necessary to create art Know how to use a range of e-resources to create art Manipulate photographs to create art (repeated images, colour manipulation) Create stop-motion in their own form	

		Create a video montage
	Key Vocabulary	background, foreground, scale proportion, review, revisit, design techniques, atmosphere, mood, light effects, angle, edit, change, resize, mask, cut, animation, stop-motion, frame, lighting, shadow
	Year 6	
	Key Vocabulary	