



## **Art at Breachwood Green School**

At Breachwood Green School, we aim to encourage and inspire children to become creative and skillful artists who have an appreciation and understanding of Artists and their work. We aim to equip them with the confidence, knowledge and skills to experiment, invent and create their own works of art, craft and design, along with an enjoyment and appreciation of the work of other (more recognised) artists from around the world. Through exploring, experimenting and carefully taught skills, children will learn how to control different media, so that they are able to produce creative work and record their experiences. Art lessons are mapped out to ensure that all pupils experience a full range of disciplines and media that build on their prior learning. The children will be taught to value the creative process as well as to celebrate their final piece. As they work, they are encouraged to face challenges, to think critically, solve problems and build resilience.

	EYFS	KS1	Lower KS2	UPKS2
Exploring and developing ideas	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• develop their own ideas and then decide which materials to use to express them.</li> <li>• explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• start to understand how ideas are developed through processes.</li> <li>• build up resilience to getting things wrong and trying again.</li> <li>• practise and share their learning and skills with others, receive and offer feedback to improve.</li> <li>• respond positively to ideas and starting points.</li> <li>• explore ideas and collect information.</li> <li>• describe differences and similarities and make links to their own work.</li> <li>• try different materials and methods to improve.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>work, work of art, idea, starting point, observe, focus, design, improve.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• start collecting and developing ideas using sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>• continue to build up resilience, making mistakes and suggesting improvements to enhance their work.</li> <li>• practise and share their learning and skills with others, giving and receiving feedback to improve.</li> <li>• use sketchbooks to record ideas.</li> <li>• explore ideas from first-hand observations.</li> <li>• question and make observations about starting points, and respond positively to suggestions.</li> <li>• adapt and refine ideas.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>line, pattern, texture, form, record, detail, question, observe, refine.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• start collecting more information and resources to present in sketchbooks.</li> <li>• continue to build their knowledge of techniques by experimenting and predicting what might happen.</li> <li>• continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</li> <li>• review and revisit ideas in their sketchbooks.</li> <li>• offer feedback using technical vocabulary.</li> <li>• think critically about their art and design work.</li> <li>• use digital technology as sources for developing ideas.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>sketchbook, develop, refine, texture, shape, form, pattern, structure.</i></li> </ul>

	EYFS	KS1	Lower KS2	UPKS2
Drawing	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</li> <li>use drawings to tell a story from a retelling or their imagination.</li> <li>investigate different lines: thick, thin, wavy, straight.</li> <li>create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>use drawing to represent ideas like movement or loud noises.</li> <li>show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.</li> <li>use different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</li> <li>draw lines of varying thickness and length to represent what has been observed or imagined.</li> <li>begin to control lines to create simple observational drawings of shape and pattern in the environment.</li> <li>use dots, dashes and lines to demonstrate pattern and texture.</li> <li>use different materials to draw, e.g. pastels, chalk, felt tips</li> <li>observe and draw landscapes with some understanding of proportion and where the sky is.</li> <li>observe and draw patterns in the natural and man-made world.</li> <li>observe and draw the anatomy of the faces showing attention to detail and an awareness of position and space.</li> <li>sketch objects in both the natural and man-made world.</li> <li>use a viewfinder to focus attention, observe and draw a small area.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</i></li> </ul>	<p>Pupil can:</p> <ul style="list-style-type: none"> <li>develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1.</li> <li>Begin to explore new ways of making effect through tone, texture, light and shadow.</li> <li>use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</li> <li>experiment with the potential of various pencils (2b - hb) to show tone, texture etc. use shading to show light and shadow effects.</li> <li>use different materials to draw, e.g. pastels, chalk, felt tips.</li> <li>show an awareness of space when drawing landscapes.</li> <li>begin to draw close objects (foreground) bigger than those in the background.</li> <li>make close observation of objects in both the natural and man-made world.</li> <li>draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.</li> <li>make initial sketches as a preparation for painting and other work.</li> <li>use a viewfinder to observe a focus area, paying attention and drawing tonal, line and textural detail.</li> <li>make more accurate drawings of people including bodies – using line and tone to add facial features. bodies are drawn showing an awareness of proportion.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, foreground, back ground.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective.</li> <li>become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin.</li> <li>rely on their sketching books to improve their drawing skills.</li> <li>use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</li> <li>depict movement and perspective in drawings.</li> <li>use a variety of tools and select the most appropriate.</li> <li>observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten; use pencil to show tone; use tones of the same colour.</li> <li>look at the effect of light on an object from different directions.</li> <li>use a vanishing point to create perspective.</li> <li>use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</li> <li>produce accurate drawings of people. showing body proportions, joints and the detailed expressions.</li> <li>produce detailed preparatory sketches for painting and other work.</li> <li>work on a variety of scales and collaboratively.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</i></li> </ul>

	EYFS	KS1	Lower KS2	UPKS2
Painting	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• use ready mixed paints and colour blocks.</li> <li>• explore making marks on a variety of papers.</li> <li>• use a variety of tools to spread paint: straws, matchsticks as well as brushes,</li> <li>• explore mark-making using thick brushes, foam and sponge brushes.</li> <li>• experiment with and enjoy colour.</li> <li>• create pattern using different tools and colours.</li> <li>• explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explore using a variety of different brushes to see what happens.</li> <li>• begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</li> <li>• name different types of paints and describe their properties.</li> <li>• begin to select and use different types of paint-ready mix, block, fabric, powder paint according to their properties.</li> <li>• explore a variety of brushstrokes and begin to comment on the techniques used by others artists.</li> <li>• experiment with different brushes (including brushstrokes) and other painting tools.</li> <li>• identify primary colours by name.</li> <li>• use powder paint to mix primary shades and tones.</li> <li>• mix primary colours to make secondary colours.</li> <li>• add white and black to alter tints and shades.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• continue exploring using a variety of different brushes to see what happens.</li> <li>• use the language of colour accurately when mixing, e.g. shade, primary and tint.</li> <li>• begin to experiment with colour for effect and mood.</li> <li>• use varied brush techniques to create shapes, textures, patterns and lines.</li> <li>• use a viewfinder to study and recreate the colours and marks used in an original painting.</li> <li>• mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.</li> <li>• create colour wheels to show primary and secondary colours.</li> <li>• describe the relationship between primary, secondary and complementary colours.</li> <li>• begin to apply colour using dotting, scratching, splashing to imitate an artist.</li> <li>• create pointillism – control over coloured dots, so tone and shading is evident.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>colour complimentary colours foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• continue exploring a variety of different brushes to see what happens.</li> <li>• use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette.</li> <li>• be more expressive with colour, associating colours with moods.</li> <li>• select different types of paints according to their properties: ready mix, block, fabric, powder paint, water colour.</li> <li>• use varied brush techniques to add detail and show the effects on light.</li> <li>• experiment with water colour, exploring intensity of colour to develop shades.</li> <li>• select appropriate media and techniques to achieve a specific outcome.</li> <li>• create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> <li>• develop fine brush strokes and use them to add fine detail.</li> <li>• mix and match colours to create atmosphere and light effects.</li> <li>• be able to identify primary secondary, complementary and contrasting colours.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</i></li> </ul>
Pattern	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• imitate and create their own simple repeating patterns using concrete objects (buttons/stones/blocks/beads).</li> <li>• make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah.</li> <li>• Create simple symmetry – folding painted butterflies.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• experiment creating repeating patterns on paper, using drawing or printing of their own design.</li> <li>• experiment by arranging, repeating, overlapping, regular and irregular patterns.</li> <li>• look at natural and manmade patterns and discuss.</li> <li>• discuss regular and irregular – what does it mean?</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• use the environment and other pattern sources.</li> <li>• recreate patterns found in ancient roman art.</li> <li>• make their own patterns by printing.</li> <li>• use sketchbooks to design their own motif.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• organise their own patterns.</li> <li>• use shape to create patterns.</li> <li>• create their own abstract pattern.</li> <li>• create pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</li> <li>• look at various artists creation of pattern and discuss effect, ie. Morris, Matisse, Bridget Riley, Miro.</li> </ul>

	EYFS	KS1	Lower KS2	UPKS2
Sculpture and form	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>investigate a range of different materials and experiment with how they can be connected together to form simple structures.</li> <li>constructing and build from simple objects.</li> <li>pull apart and reconstructs.</li> <li>able to shape and model from observation and imagination.</li> <li>impress and apply simple decoration.</li> <li>simple language created through discussion of feel, size, look, smell etc.</li> <li>use both hands and tools to build. cut shapes using scissors.</li> <li>explore clay - pinching, rolling, twisting and scratching.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use a variety of materials for sculpting and experiment with joining and constructing.</li> <li>begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</li> <li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card to form 3d pieces.</li> <li>manipulate clay: pinching, rolling, twisting, scratching and coiling and add details and textures using tools use a variety of shapes, including lines and texture.</li> <li>make a simple clay tile, roll clay evenly using runners and a rolling pin, cut around a template.</li> <li>investigate ways of joining clay: scratch and slip.</li> <li>add colour once clay is dried.</li> <li>use glue and tape to combine a variety of materials including recycled boxes, containers and natural objects such as leaves and sticks to create a free-standing 3d sculpture.</li> <li>look at sculptures by known artists and natural, objects as starting points for own work.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>sculpture, statue, model, work, work of art, 3d, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use a variety of materials for sculpting.</li> <li>experiment with joining and construction, asking and answering questions such as, 'how can it go higher?'</li> <li>begin to understand more about decorating sculptures and adding expression through texture.</li> <li>use a variety of tools to support the learning of techniques and to add detail.</li> <li>cut, make and combine shapes to create recognisable forms.</li> <li>use clay and other malleable materials.</li> <li>practise joining techniques adding greater detail and texture.</li> <li>add materials to the sculpture to create detail.</li> <li>use pipe cleaners to create sculptures of human forms.</li> <li>develop ideas in sketchbook: plan, design and make models from observation or imagination.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>rectangular, architect, 2d shape, shape, form, shadow, light.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use a variety of materials for sculpting.</li> <li>experiment with joining and constructing.</li> <li>begin to understand more about clay modelling and using different tools with clay.</li> <li>be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</li> <li>plan and design a sculpture.</li> <li>use tools and materials to carve, add shape and produce more intricate patterns and textures.</li> <li>develop cutting and joining skills, e.g. using wire and slips.</li> <li>join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>use materials other than clay to create a 3d sculpture.</li> <li>use wire to create malleable forms.</li> <li>create form using 'modroc'.</li> <li>create human forms showing movement.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>form, structure, texture, shape, mark, soft, join, tram, cast.</i></li> </ul>

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Collage	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• develop their own ideas and then decide which materials to use to express them.</li> <li>• join materials with glue or paste.</li> <li>• select, sort, tear and glue items down.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc.</li> <li>• experiment with sorting and arranging materials and refining their work.</li> <li>• use a combination of materials that have been cut, torn and glued to create a self-portrait.</li> <li>• develop collages, based on a simple drawing, using papers and materials.</li> <li>• collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc).</li> <li>• sort and arrange materials.</li> <li>• add texture by mixing materials.</li> <li>• develop tearing, cutting and layering paper to create different effects.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>collage, squares, gaps, mosaic, features, cut, place, arrange.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• continue to explore creating collage with a variety of media, e.g. paper and magazines.</li> <li>• experiment with sorting and arranging materials with purpose to create effect.</li> <li>• learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</li> <li>• select colours and materials to create effect, giving reasons for their choices.</li> <li>• refine work as they go to ensure precision.</li> <li>• learn and practise a variety of techniques, e.g. tearing, overlapping and layering creating images and represent texture.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>texture, shape, form, pattern, mosaic.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• experiment with mixing textures and with sorting and arranging materials with purpose to create effect.</li> <li>• develop their understanding of techniques learned in lower KS2 and develop their own ideas through planning.</li> <li>• add collage to a painted or printed background.</li> <li>• create and arrange accurate patterns.</li> <li>• use a range of mixed media.</li> <li>• plan and design a collage; pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>shape, form, arrange, fix.</i></li> </ul>
Textiles	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• handle, manipulate and enjoy using materials.</li> <li>• make simple collages, using paper, pasta, beans and larger tactile things.</li> <li>• select, sort, tear and glue items down.</li> <li>• use large eyed pre-threaded needles</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting.</li> <li>• explore which textiles are best to use and produce the best results.</li> <li>• discuss how textiles create things: curtains, clothing, decoration.</li> <li>• show pattern by weaving; simple paper and/or material weaving using a card loom.</li> <li>• use a dyeing technique to alter a textile's colour and pattern.</li> <li>• decorate textiles with glue or stitching, to add colour and detail.</li> <li>• thread a large needle, make a simple running stitch.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• develop their weaving and colouring fabric skills further.</li> <li>• select appropriate materials, giving reasons.</li> <li>• develop skills of overlapping and overlaying to create effects.</li> <li>• use a variety of techniques and stitching to create different textural effects.</li> <li>• use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</li> <li>• use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</i></li> </ul>	

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Printing	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>experiment with finger printing, sponge printing and block printing.</li> <li>make rubbings showing a range of textures and patterns.</li> <li>take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</li> <li>produce simple pictures by printing objects.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</li> <li>copy an original print.</li> <li>use a variety of materials, e.g. fingers, sponges, fruit, blocks to form patterns, experiment with amounts of paint applied and develop control.</li> <li>demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</li> <li>create patterns and pictures by printing from objects using more than one colour.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>colour, shape, printing, printmaking, woodcut, relief printing, objects.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</li> <li>explore colour mixing through overlapping colour prints deliberately.</li> <li>create a mono-print based on observation.</li> <li>replicate patterns from observations.</li> <li>control a 1cm x 1cm wooden printing block, creating an evenly spaced, controlled print.</li> <li>make polystyrene printing blocks.</li> <li>create an impressed image on polystyrene tile, adding decorative detail with a pencil.</li> <li>use a roller to apply ink mono-printing on a variety of papers.</li> <li>make repeated patterns with precision.</li> <li>recreate an image, observed or imagined, through block-printing.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>make printing blocks and tiles.</li> <li>now reflect on their choice of colour for prints and develop their accuracy with patterns.</li> <li>use more than one colour to layer in a print.</li> <li>design and create printing blocks/tiles.</li> <li>develop techniques in mono, block and relief printing.</li> <li>create and arrange accurate patterns.</li> <li>build up drawings and images of whole or parts of items using various techniques, e.g. card, relief.</li> <li>recreate a scene remembered, observed or imagined, through collage printing.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>pattern, shape, tile, colour, arrange.</i></li> </ul>

	EYFS	KS1	Lower KS2	UPKS2
Work of other Artist	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>talk about and comment on works of art.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>learn from the works of famous artists, studying their techniques and processes.</li> <li>be exposed to a range of different artists through history throughout KS1.</li> <li>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.</li> <li>describe the work of famous and their use of colour to represent mood.</li> <li>express an opinion on the work of famous, notable artists.</li> <li>compare the work of famous artists who have represented the same theme: portraits, sea-scape.</li> <li>describe and compare the work of two or more famous sculptures who have worked on different scales and used different materials including landart.</li> <li>use inspiration from famous, notable artists to create their own work and compare.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>Mondrian, Paul Klee, Mark Rothko, Jackson Pollock, Kandinsky, Picasso, Andy Warhol, Barbara Hepworth, Monet, Turner.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>continue to study the works of famous artists.</li> <li>offer opinion and compare and contrast artists.</li> <li>be exposed to a range of different artists through history, studying their techniques and processes.</li> <li>use inspiration from famous artists to replicate a piece of work.</li> <li>reflect upon their work inspired by a famous notable artist and the development of their art skills.</li> <li>express an opinion on the work of famous, notable artists and refer to techniques and effect.</li> <li>begin to understand and talk about the role of art in an ancient society (the Ancient Egyptians, Roman mosaics).</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>Roman mosaic, Lowry, Seurat.</i></li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>continue to learn from the works of famous artists.</li> <li>expand their knowledge by looking at the range of more famous artists.</li> <li>comment on the work of famous artists and name their pieces of work.</li> <li>give detailed observations about notable artists', artisans' and designers' work.</li> <li>offer facts about notable artists', artisans' and designers' lives.</li> <li>use <b>key vocabulary</b> to demonstrate knowledge and understanding in this strand: <i>David Hockney, Beatriz Milhazes, Paul Cezanne, Giacometti</i></li> </ul>