**Foundation Stage**

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| Area of Art  | Skills |
| Drawing | Experiment with a range of drawing tools and name themDraw from observation, memory and imaginationDraw on a large and small scale and use different shapes and colours of paperDraw all kinds of objectsDraw upright and flatDraw in sand, chalk on the playground etcUse pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons |
| Painting | Explore different types of paint – ready mixed, powder, finger, water colour etc. Use a range of applicatorsMix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texturePaint flat and upright paint on a small and large scale using appropriate toolspaint on different sizes, shapes and colours of papername and recognise colours mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green)use a paint programme on the computerpaint objects, places from observation, memory and imagination |
| Printing | Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corksPrint sequential patternsMake monoprints (drawing into printing ink with different tools and making a print)Use stencils to create patternsPrint on paper and fabric (make wallhangings) |
| Textiles | Sort threads and fabric and talk about colour and textureIdentify and talk about textiles in the environmentMake pictures using Vivelle and other fabricsThread and weave into orange netting, garden netting, fencing, sequin meshPrint onto fabric |
| Clay | Know how to use clay safelyDraw into clay with a range of toolsCompare clay with other modelling materials such as dough, plasticine etcPress objects into clayRoll clay over fabrics with different texturesName the tools used and describe how the clay feels using an appropriate vocabularyMake rubbings and talk about textureMake a collection of objects made from clay and talk about themMake thumb potsMake tiles and press objects into themLook at the work of other artists such as Clarice Cliff |
| 3D | Use a range of junk, found and natural materials to make models and structuresUse natural objects to make patterns on the ground and look at the work of Andy GoldswortyTalk about the properties of materials, name tools and materialsUse glues, masking tape and other fasteningsTalk about sculpture in the environment, what it can be made of and what it is aboutUse rolled up paper and artstraws, piecleaners to create structures and objectsTalk about displays of three dimensional objects e.g. a display of clay objects, objects made from wood or metal etc |
| ICT | Use a digital cameraUse a simple paint programme to explore the tools and the effects that can be made. Talk about work using the appropriate vocabulary. Explore lines, circles, stars, particular colour schemes etc |

**Year 1**

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| National Curriculum Objectives  |
| Pupils should be taught: * to use a range of materials creatively to design and make products
* to use drawing, painting, and sculpture (3D) to develop and share ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
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| Area of Art  | Skills |
| Drawing | Use viewfinders to focus on a particular areaFind and draw different types of lines – wavy, thick, thin, broken, zig zag etcDraw as an individual and as part of a group on a large drawingMake drawings as a starting point for work in other areas such as textiles, mask making etcUse pencil crayons to create coloured drawingsDraw faces putting features in the correct placesCommunicate something about themselves in their drawing. Create moods in their drawings |
| Painting | experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etcmix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etcPaint a picture of something they can see. Communicate something about themselves and moods in their paintings.  |
| Printing | Design own blocks with card and print with sponge rollersUse Press printDevelop mono printing by mixing coloursDevelop printing using stencils and found objects by creating more complex patternsPrint onto paper and textile  |
| Textiles | Simple stitching into fabric pictures and designsWeaving into netting and using weaving boardsUse fabric paints and crayonsDraw designs before making |
| Clay | Cut shapes from clay and hang to create mobiles or decorate tilesMake tiles with a theme such as one of the three little pigs housesCut clay into shapes and decorate such as fish, butterflies etcUse patterns to decorate clay – diva pots, thumb pots, tiles etcKnow about health and safety rules (washing hands, keeping clay off the floor)Look at the work of other artists such as Antony GormleyDraw first to create a design and transfer to a tile |
| 3D | Make models from balls of paper, tubes of paper and masking tape. Cover with tissue paper and glueMake a glue chartMake mobiles, dress tress and make wind chimesMake sculpture by slotting card together |
| ICT | Use a digital camera and manipulate the pictures using a simple programme such as 2photo. Use the frame tool Use a paint programme such as Fresco to create pictures and patterns. Explore the symmetry effect. Know how to save and reopen work and change their picture. Print work out. Use a digital art pad |
| Collage | Children will cut and tear paper and card for their collages Gather and sort the materials that they will need  |
| Knowledge/ Art History  | Describe what they can see and like in artists workAsk sensible questions about a piece of artDescribe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers |

**Year 2**

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| National Curriculum Objectives  |
| Pupils should be taught: * to use a range of materials creatively to design and make products
* to use drawing, painting, and sculpture (3D) to develop and share ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
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| Area of Art  | Skills |
| Drawing | Draw objects from observation, memory and imagination Make drawings that focus on pattern or textureMake drawings that show how something changes over timeDraw with wax crayon using different pressures Draw with charcoal and pastel, blending and smudgingCan use ball point pen to make fine marks Begin to show pattern and texture in their drawing |
| Painting | make paintings and draw on top to add detail (mixed media)mix tints, shades (adding black and white) and secondary colourslook at the work of other artists and experiment with their approaches |
| Printing | Begin to create screen printsContinue to develop mono printing by mixing coloursCreate prints by pressing, rolling, rubbing and stampingRe-create a print like a designer/artist |
| Textiles | Colour fabric using natural dyes such as beetroot, tea, onion skins, berriesBegin to add like and shape to their work Join fabric using glue Begin to sew fabrics together Children could create part of a class patchwork |
| Clay | Able to make a clay potBegin to join finger pots together Begin to add line and shape to their work |
| 3D | Talk about sculpture, what it is made of, what it is for etcMake bowls and structures from plastic bowls decorated with tissue paper and glueMake junk models and know how to make them strong by stuffing boxes with newspaper, turn boxes inside out |
| ICT | Know about animation by using flickbooks and a zoetrope. Make own strips and booksMake a simple drawn animation using 2animateUse the internet to research artists and artists workCreate their own picture and edit their own work using ICT Take photos displaying different moods  |
| Collage | Children can create individual and group collage.Use different types of materials on their collage and explain why.Use repeated pattern in a collage  |
| Knowledge/ Art History  | Link colours to natural and man-made objects. Say how other artists have used shape colour and pattern (can be evidenced in sketch book)Create a piece of work in response to another artists work Can describe how their work is similar and different to the work of a well-known artist and designerCan link colour to natural and man-made objects |

**Year 3**

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| National Curriculum Objectives  |
| Pupils should be taught: * to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
* about great artists, architects and designers in history
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| Area of Art  | Skills |
| Drawing | Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)Show facial expression in their drawing Use small sketches to produce a final piece Write an explanation of their sketch Use shading to create toneUse different pressures to create hard and soft lines  |
| Painting | Select an appropriate brush type, size and style depending on the taskCan mix colours with accuracy Know where the colours are on the colour wheel (primary and secondary) Create a background using a wash Use different brushes for different effects Explore links between colours and feelingsUse artists’ work as a starting point and create work in the style of different artistsWork as an individual and as part of a group |
| Printing | Make and print card blocks in 2 coloursMake texture blocks and print (sponge rollers)Print onto paper and fabric |
| Textiles | Work back into prints with stitching, sequins, buttons etcUse patterns from different times, places and cultures as a starting point for designMake silk paintings (use gold and silver pens and silk paint)Decorate fabric with tie dyeMake a class wall hanging by putting individual pieces togetherBegin to use more than one type of stitch  |
| Clay | Look at the changes in clay as it dries and is firedLook at the work of other artists to generate ideas |
| 3D | Add onto their work to create texture Work with life size materials Use nets to make cubes, cuboids etc and use in models |
| ICT | Use the printed picture and work back into the piece to produce art work Use ICT programs to create art work that includes their own work and the work of othersUse the internet to research artists or styles of artUse a digital camera and video camera. Edit and manipulate photos using a simple programme. Print results and use to create collage and other art work |
| Collage | Children are able to cut accuratelyBegin to overlap materials to experiment with different final looks Experiment using different colours Begin to use mosaic and montage  |
| Knowledge/ Art History | Compare different artists of the same styleExplore work from different cultures and time periods Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling  |

**Year 4**

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| National Curriculum Objectives  |
| Pupils should be taught: * to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
* about great artists, architects and designers in history
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| Area of Art  | Skills |
| Drawing | Draw demonstrating an understanding of line, tone, scale, texture and depthUse mirrors, viewfinders, magnifying glasses etc to aid observationBegin to show facial expression and body language in their drawings Show reflections Explain why they have chosen specific materials to draw with |
| Painting | work in monochrome (shades of one colour)look at and make paintings with background, foreground and middleground and use perspectiveCreate moods in their paintings Use shading in their painting to create feelings Mix and match colours for purposes (e.g. skin colours)Mix different thicknesses of paints  |
| Printing | Can print using 4 colours Can create accurate print design Print onto different materials  |
| Textiles | Work back into prints with stitching, collage, drawing etcChange fabric structures by pulling threads out of hessian and replacing with coloured threadsLook at artists work such as The Bayeaux Tapestry and use it to create a class pieceUse their textile skills in a project  |
| Clay | Make a simple slab potLook at the work of other artists to generate ideasBegin to sculpt clay into other shapes  |
| 3D | Research the work of different sculptorsBuild up from a flat surface to make masks and panels. Cover with tissue paper and glueCan make a sculpture using a range of materials |
| ICT | Use a scanner to get art work on to the screen, manipulate and print outUse a paint programme to create specific effects. Add text to create illustrated poems etc. Use the tile and drop tool to create wrapping paper or wallpaper. Use the cut and paste tools. Experiment with flipping and turning motifsPresent their work on a slide show Combine graphics and text based on their research  |
| Collage | Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities  |
| Knowledge/ Art History | Can discuss and describe well known artists workExplain how their work is similar and different Explain their reasons behind their choices Explain art from other periods of history  |

**Year 5**

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| National Curriculum Objectives  |
| Pupils should be taught: * to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
* about great artists, architects and designers in history
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| Area of Art  | Skills |
| Drawing | Use new media such as pen and inkMake a collection of drawings around a themeUse hard and soft lines to show the detail in the distance, foreground and avoid using a rubber Prepare a drawing surface to create a wax crayon image (e.g. colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface)Draw with pastel and charcoal Draw simple objects including texture Shade to show mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement |
| Painting | Use layers of paint to add detail to background colours create mixed media work – work back into paintingscreate different skin tonesCreate mood and feelings in their paintings Express their own emotions accurately through their painting  |
| Printing | Print using a number of colours Create a print that meets a given criteria Print onto different materials Develop screen printing by cutting masksWork back into prints with stitching, collage, drawing etc. |
| Textiles | Use Acrobatik or flour and water mix to create batikUse textile and sewing skills as part of a project (including running stitch, cross stitch, back stitch, applique and/ or embroidery Work back into work and mix media  |
| Clay | Look at the work of other artists to generate ideasAdd colour to tiles using paint and PVA mixed togetherBegin to sculpt clay into other shapes |
| 3D | Make maquettes (small prototype sculptures) and display in front of a photograph of a particular locationWork as part of a group to create large sculptures such as robots, animals, totem polesExperiments and combine materials and process to design and make 3D art |
| ICT | Make animations using Powerpoint and 2animate. Make drawn and stop motion animations with a webcamUse ICT to create work that includes the integration of digital images Combine graphics and text based on their research Scan images and take digital photos Use software to develop , alter and adapt them into work with meaningCreate digital images with animation and sometimes incorporate sound to communicate their ideas  |
| Collage | Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities |
| Knowledge | Use research and knowledge on different artist styles to experiment in their own work Learn about the work of others by looking at books, the internet and galleries. Use observational skills to replicate artists work Can explore the impact of well-known artists’ work on the society at the time |

**Year 6**

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| National Curriculum Objectives  |
| Pupils should be taught: * to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
* about great artists, architects and designers in history
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| Area of Art  | Skills |
| Drawing | Pastel and charcoal Sketches communicate emotions and a sense of self within accuracy and imagination Explain why they combined different tools to create their drawing Explain why they have chosen specific drawing techniques  |
| Painting | Explain and establish their own style Use a wide range of techniques in their work Explain why they have chosen specific painting techniques Can add texture into paint by adding PVA, sawdust, sand etc.Use brushes in different ways with thickened paint Create mixed media work – work back into paintings |
| Printing | Children can overprint using different colours Look carefully at the methods that they use and make decisions about the effectiveness of their printing methodPrint for a specific purpose such as Christmas cards, wrapping paper etc.Link printmaking with Numeracy by making a block and rotating it different degrees to make a designLook at the work of other printmakers such as Andy Warhol, Paul Hipkiss |
| Textiles | Develop range of stitchesUse the computer to create designs and print onto fabric using transfer paper |
| Clay | Look at the work of other artists to generate ideasResearch, design and make to a brief e.g. make a fruit bowl |
| 3D | Use wood and card scraps to make panelsCreate models on a range of scales Create work which is open to interpretation by the audience Include visual and tactile elements to their work  |
| ICT | Use software packages to create pieces of digital art to design Create a piece of art which can be used as part of a wider presentation and project Use the internet to research artists and their workType up descriptions or evaluations of art work for display by the finished work |
| Collage | Justify the materials they have chosen Combine pattern tone and shape into their collage  |
| Knowledge | Make a record about the styles and qualities in their work Say who and what their work has been influenced by Include technical aspects in their work (e.g. architectural design) Can use features of researched artists in their own work Explore the impact of the artists work on society at the time.  |

**Sketch Book**

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| Year Group | Use of Sketch Book |
| 1 | Children can use their class sketchbook to show the progression of their workChildren can use their sketch book to show initial ideas, thoughts and feelings about a piece of art work  |
| 2 | Children can use their year groups sketch book to demonstrate their ideas through photos in their books. Use annotation in their books to show how their ideas have progressed. Children should keep notes in their sketch book about what changes they have or would make to their work. Can use their sketch book to show knowledge and art history that they have learnt |
| 3 | Children can use their sketch book to express likes and dislikes about a subject. Can use annotations to write an explanation of their sketch Use sketchbooks to record initial ideas and observationsCan use their sketch book to show knowledge and art history that they have learntSuggest improvements to their work that is in the sketch book |
| 4 | Children can use their sketch book to express personal feelings about various subjectsThey can outline likes and dislikes of a piece of artwork Children can produce a montage all about themselves Sketch books are used to adapt and improve their original ideas The sketch book should had notes about the purpose of the workCan use their sketch book to show knowledge and art history that they have learnt |
| 5 | Use their sketchbook to show how ideas have developed and improved Use annotations in the sketch book to show what further changes they would make Use their sketch book to show how children have compared and discussed ideas with othersCan use their sketch book to show knowledge and art history that they have learnt |
| 6 | The sketch book should have detailed notes about items and pieces of work Children should make explicit reference to methods and skills used in art work they have created or artwork of others Sketch books should contain research on artists and links to how this has impacted upon the work created Children can use their sketch book to reflect on their work (and other children’s work) and its meaning and purpose Can use their sketch book to show knowledge and art history that they have learnt |