**Foundation Stage**

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| Area of Art | Skills |
| Drawing | Experiment with a range of drawing tools and name them  Draw from observation, memory and imagination  Draw on a large and small scale and use different shapes and colours of paper  Draw all kinds of objects  Draw upright and flat  Draw in sand, chalk on the playground etc  Use 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 applicators  Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture  Paint flat and upright  paint on a small and large scale using appropriate tools  paint on different sizes, shapes and colours of paper  name and recognise colours  mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green)  use a paint programme on the computer  paint objects, places from observation, memory and imagination |
| Printing | Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks  Print sequential patterns  Make monoprints (drawing into printing ink with different tools and making a print)  Use stencils to create patterns  Print on paper and fabric (make wallhangings) |
| Textiles | Sort threads and fabric and talk about colour and texture  Identify and talk about textiles in the environment  Make pictures using Vivelle and other fabrics  Thread and weave into orange netting, garden netting, fencing, sequin mesh  Print onto fabric |
| Clay | Know how to use clay safely  Draw into clay with a range of tools  Compare clay with other modelling materials such as dough, plasticine etc  Press objects into clay  Roll clay over fabrics with different textures  Name the tools used and describe how the clay feels using an appropriate vocabulary  Make rubbings and talk about texture  Make a collection of objects made from clay and talk about them  Make thumb pots  Make tiles and press objects into them  Look at the work of other artists such as Clarice Cliff |
| 3D | Use a range of junk, found and natural materials to make models and structures  Use natural objects to make patterns on the ground and look at the work of Andy Goldsworty  Talk about the properties of materials, name tools and materials  Use glues, masking tape and other fastenings  Talk about sculpture in the environment, what it can be made of and what it is about  Use rolled up paper and artstraws, piecleaners to create structures and objects  Talk about displays of three dimensional objects e.g. a display of clay objects, objects made from wood or metal etc |
| ICT | Use a digital camera  Use 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 area  Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc  Draw as an individual and as part of a group on a large drawing  Make drawings as a starting point for work in other areas such as textiles, mask making etc  Use pencil crayons to create coloured drawings  Draw faces putting features in the correct places  Communicate 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 etc  mix 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 etc  Paint 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 rollers  Use Press print  Develop mono printing by mixing colours  Develop printing using stencils and found objects by creating more complex patterns  Print onto paper and textile |
| Textiles | Simple stitching into fabric pictures and designs  Weaving into netting and using weaving boards  Use fabric paints and crayons  Draw designs before making |
| Clay | Cut shapes from clay and hang to create mobiles or decorate tiles  Make tiles with a theme such as one of the three little pigs houses  Cut clay into shapes and decorate such as fish, butterflies etc  Use patterns to decorate clay – diva pots, thumb pots, tiles etc  Know about health and safety rules (washing hands, keeping clay off the floor)  Look at the work of other artists such as Antony Gormley  Draw 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 glue  Make a glue chart  Make mobiles, dress tress and make wind chimes  Make 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 work  Ask sensible questions about a piece of art  Describe 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 texture  Make drawings that show how something changes over time  Draw with wax crayon using different pressures  Draw with charcoal and pastel, blending and smudging  Can 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 colours  look at the work of other artists and experiment with their approaches |
| Printing | Begin to create screen prints  Continue to develop mono printing by mixing colours  Create prints by pressing, rolling, rubbing and stamping  Re-create a print like a designer/artist |
| Textiles | Colour fabric using natural dyes such as beetroot, tea, onion skins, berries  Begin 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 pot  Begin 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 etc  Make bowls and structures from plastic bowls decorated with tissue paper and glue  Make 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 books  Make a simple drawn animation using 2animate  Use the internet to research artists and artists work  Create 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 designer  Can 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 tone  Use different pressures to create hard and soft lines |
| Painting | Select an appropriate brush type, size and style depending on the task  Can 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 feelings  Use artists’ work as a starting point and create work in the style of different artists  Work as an individual and as part of a group |
| Printing | Make and print card blocks in 2 colours  Make texture blocks and print (sponge rollers)  Print onto paper and fabric |
| Textiles | Work back into prints with stitching, sequins, buttons etc  Use patterns from different times, places and cultures as a starting point for design  Make silk paintings (use gold and silver pens and silk paint)  Decorate fabric with tie dye  Make a class wall hanging by putting individual pieces together  Begin to use more than one type of stitch |
| Clay | Look at the changes in clay as it dries and is fired  Look 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 others  Use the internet to research artists or styles of art  Use 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 accurately  Begin 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 style  Explore 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 depth  Use mirrors, viewfinders, magnifying glasses etc to aid observation  Begin 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 perspective  Create 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 etc  Change fabric structures by pulling threads out of hessian and replacing with coloured threads  Look at artists work such as The Bayeaux Tapestry and use it to create a class piece  Use their textile skills in a project |
| Clay | Make a simple slab pot  Look at the work of other artists to generate ideas  Begin to sculpt clay into other shapes |
| 3D | Research the work of different sculptors  Build up from a flat surface to make masks and panels. Cover with tissue paper and glue  Can make a sculpture using a range of materials |
| ICT | Use a scanner to get art work on to the screen, manipulate and print out  Use 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 motifs  Present 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 work  Explain 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 ink  Make a collection of drawings around a theme  Use 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 paintings  create different skin tones  Create 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 masks  Work back into prints with stitching, collage, drawing etc. |
| Textiles | Use Acrobatik or flour and water mix to create batik  Use 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 ideas  Add colour to tiles using paint and PVA mixed together  Begin to sculpt clay into other shapes |
| 3D | Make maquettes (small prototype sculptures) and display in front of a photograph of a particular location  Work as part of a group to create large sculptures such as robots, animals, totem poles  Experiments 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 webcam  Use 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 meaning  Create 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 method  Print 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 design  Look at the work of other printmakers such as Andy Warhol, Paul Hipkiss |
| Textiles | Develop range of stitches  Use the computer to create designs and print onto fabric using transfer paper |
| Clay | Look at the work of other artists to generate ideas  Research, design and make to a brief e.g. make a fruit bowl |
| 3D | Use wood and card scraps to make panels  Create 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 work  Type 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 work  Children 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 observations  Can use their sketch book to show knowledge and art history that they have learnt  Suggest improvements to their work that is in the sketch book |
| 4 | Children can use their sketch book to express personal feelings about various subjects  They 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 work  Can 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 others  Can 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 |