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|  | | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Skills and Techniques** |  | Pupils should be taught to: | Pupils should be taught to:   * create sketch books to record their observations and use them to review and revisit ideas * improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) | |
| * use a range of materials creatively to design   and make products |
| * use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |
| * develop a wide range of art and design   techniques in using colour, pattern, texture, line, shape, form and space |
| **Creating Ideas** | *For instance:* | *For instance:* | *For instance:* |
| *Work from observation and known objects*  *Use imagination to form simple images from given*  *starting points or a description*  *Begin to collect ideas in sketchbooks* | *Develop sketch books*  *Use a variety of ways to record ideas including*  *digital cameras and iPads*  *Develop artistic/visual vocabulary to discuss work* | *Select and develop ideas confidently, using suitable materials confidently*  *Improve quality of sketchbook with mixed media*  *work and annotations* |
| *Work with different materials* | *Begin to suggest improvements to own work* | *Select own images and starting points for work* |
| *Begin to think what materials best suit the task* | *Experiment with a wider range of materials* | *Develop artistic/visual vocabulary when talking*  *about own work and that of others* |
|  | *Present work in a variety of ways* | *Begin to explore possibilities, using and combining different styles and techniques* |

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|  | | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Skills and Techniques continued** | **Drawing / Mark Making** | *For instance:*  *Begin to control lines to create simple drawings*  *from observations*  *Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel*  *Hold a large paint brush correctly*  *Make marks using paint with a variety of tools Consider consistency when applying paint Colour within the line*  *Draw on smaller and larger scales Begin to add detail to line drawings* | *For instance:*  *Use sketchbooks to record drawings from*  *observation*  *Experiment with different tones using graded pencils*  *Include increased detail within work Draw on a range of scales*  *Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)*  *Use a variety of brushes and experiment with ways of marking with them*  *Develop shadows Use of tracing* | *For instance:*  *Use first hand observations using different viewpoints, developing more abstract representations*  *Introduce perspective, fore/back and middle ground Investigate proportions*  *Use a range of mediums on a range of backgrounds*  *Work indoors and outdoors*  *Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight* |
| **Working With Colour** | *For instance:*  *Recognise and name primary and secondary colours*  *Mix primary colours to make secondary colours*  *Share colour charts to compare variations of the same colour*  *Create and experiment with shades of colour and name some of these*  *Recognise warm and cold colours*  *Create washes to form backgrounds*  *Explore the relationship between mood and colour* | *For instance:*  *Mix and match colours (create palettes to match images)*  *Lighten and darken tones using black and white*  *Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)*  *Experiment with watercolour, exploring intensity of colour to develop shades*  *Explore complementary and opposing colours in*  *creating patterns* | *For instance:*  *Build on previous work with colour by exploring intensity*  *Introduce acrylic paint*  *Develop watercolour techniques Explore using limited colour palettes*  *Investigate working on canvas experiment with colour in creating an effect*  *Mark make with paint (dashes, blocks of colour, strokes, points)*  *Develop fine brush strokes* |

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|  | | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Skills and Techniques continued** | **Printing** | *For instance:*  *Finger print, sponge print, block print to form*  *patterns, experiment with amounts of paint applied*  *and develop control*  *Develop controlled printing against outline /within cut out shapes*  *Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns*  *Experiment with marbling, investigating how ink*  *floats and changes with movement* | *For instance:*  *Use roller and ink printing. Use simple block shapes*  *formed by children*  *Blend two colours when printing*  *Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns,*  *tessellations and overlays*  *Form string roller prints to create continuous*  *patterns* | *For instance:*  *Create polystyrene printing blocks to use with roller*  *and ink*  *Explore monoprinting (see below for artists)*  *Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point*  *Experiment with screen printing*  *Design and create motifs to be turned into printing block images*  *Investigate techniques from paper printing to work on fabrics* |
| **Sculpture** | *For instance:*  *Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures*  *Investigate a range of different materials and experiment with how they can be connected together to form simple structures*  *Look at sculptures and try to recreate them using everyday objects/range of materials*  *Begin to form own 3D pieces*  *Consider covering these with papier-mâché Investigate clay - pinching, rolling, twisting,*  *scratching and coiling and add details and textures*  *using tools*  *Look at sculptures by known artists and natural objects as starting points for own work* | *For instance:*  *Develop confidence working with clay adding greater detail and texture*  *Add colour once clay is dried*  *Investigate ways of joining clay - scratch and slip*  *Introduce ‘modroc’*  *Create work on a larger scale as a group*  *Use pipe cleaners/wire to create sculptures of human forms* | *For instance:*  *Design and create sculpture, both small and large scale*  *Make masks from a range of cultures and traditions, building a collage element into the sculptural process*  *Use objects around us to form sculptures Use wires to create malleable forms*  *Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)*  *Create human forms showing movement* |

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|  | | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Skills and Techniques continued** | **Textile and Collage** | *For instance:*  *Develop collages, based on a simple drawing, using*  *papers and materials*  *Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)*  *Weave using recycled materials – paper, carrier bags*  *Investigate a range of textures through rubbings*  *Simple batik work*  *Develop tearing, cutting and layering paper to create different effects*  *Dye fabrics using tea, red cabbage, beetroot, onion, spinach*  *Weave with wool* | *For instance:*  *Research embroidery designs from around the*  *world, create own designs based on these*  *Sew simple stiches using a variety of threads and wool*  *Investigate tie-dying*  *Create a collage using fabric as a base Make felt*  *Develop individual and group collages, working on a range of scales*  *Use a range of stimulus for collage work, trying to think of more abstract ways of showing views* | *For instance:*  *Introduce fabric block printing*  *Create tie dye pieces combining two colours*  *Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.*  *Weave using paintings as a stimulus / the natural world*  *Experiment with circular embroidery frames*  *Create detailed designs which can be developed into batik pieces* |

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|  | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Knowledge About Artists** | 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 | Pupils should be taught:   * about great artists, architects and designers in history | |
| *For instance:*  *Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)*  *Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces*  *Consider specific works such as Richard Long’s ‘Mud Hand Circle’ (printing)*  *Consider works from different cultures e.g. Chinese block prints* | *For instance: Use the work of artists to replicate ideas or inspire own work e.g.*  *Look at the work of David Hockney e.g. photo montages (drawing)*  *Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour)*  *Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian*  *Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin*  *civilizations (sculpture)*  *Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)*  *Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)*  *Abstract paintings by Picasso (colour)*  *Use the work of artist Stacey Chapman ‘”car” and*  *other images on the internet (print)*  *Look at work of Henry Moore (sculpture)*  *Consider work by contemporary textile artist Patricia Greaves (textiles).* | *For instance: Use the work of artists to replicate ideas or inspire own work e.g.*  *Consider work by artists such as Cezanne, Derain, Van Gogh (colour)*  *Look at the style of Fauve artists Derain, Vlaminck and Braque*  *Consider the work of Seurat (pointillism –colour)*  *Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print)*  *Consider work of Cornelia Parker (sculpture) Consider the work from other cultures e, g Asia*  *Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)*  *Look at cubist artists such as Picasso, Duchamp to show movement/ layering*  *Consider looking at Pop Art to represent popular*  *objects from current culture (Andy Warhol)*  *Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.* |