|  |  |  |  |
| --- | --- | --- | --- |
|  | **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* |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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* |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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* |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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* |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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.* |