



We want our pupils to leave school being able to use a variety of techniques, tools and resources to plan and create artwork in a range of styles for different purposes.

NC Objectives:

Pupils should be taught:

- ♣ 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 [for example, pencil, charcoal, paint, clay]
- ♣ about great artists, architects and designers in history.

Skill	Year 1/2	Year 3/4	Year 5/6
Using sketchbooks to develop ideas	<ul style="list-style-type: none"> <li>• Make simple drawings of ideas in a sketchbook</li> <li>• Include colours they might like to use</li> <li>• Develop ideas from given starting points and stimuli</li> <li>• Choose appropriate materials from a small selection i.e. choose which colour paints to use or which type of paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose different materials to include for example different paper/ card types, paint types, brushes etc.</li> <li>• Select their final design from their sketchbook</li> <li>• Use existing works of art to gather ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Create sketchbooks of their own using pockets/ flaps</li> <li>• Include annotations alongside designs justifying choices.</li> <li>• Use the internet to research ideas for possible designs</li> <li>• Explain how ideas have developed over time, describe and evaluate the design process.</li> <li>• Choose which materials to use from a large range of choices and combining media i.e. to complete this project I will need brown fabric and watercolours...'</li> <li>• Justify why these materials have been used. Evaluate the effectiveness of these materials.</li> </ul>
Drawing and painting	<ul style="list-style-type: none"> <li>• Draw lines to represent an outline</li> <li>• Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> <li>• Apply paint using a variety of tools (sponges, brushes, rollers, hands)</li> <li>• Describe and name the primary colours</li> <li>• Explain why certain colours have been used</li> <li>• Mix primary colours together to form new colours</li> <li>• Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop intricate patterns/ marks with a variety of media.</li> <li>• Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Explore how to sketch by pressing lightly with the pencil to create a series of joined strokes</li> <li>• Draw from close observation to capture fine details.</li> <li>• Begin to show an awareness of objects having a third dimension and perspective.</li> <li>• Add textural materials to paint to create a desired effect.</li> <li>• Use and compare a variety of different paints</li> <li>• Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</li> <li>• Use complementary and contrasting colours for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple rules of perspective in drawings</li> <li>• Experiment with shading and the effect of light and dark</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings</li> <li>• Develop their own style using tonal contrast and mixed media</li> <li>• Use paint techniques inspired by a specific genre i.e. pointillism, impasto, blocking in colour, washes.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</li> <li>• Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</li> </ul>
Scissor skills	<ul style="list-style-type: none"> <li>• Can cut along a straight line in a continuous motion</li> <li>• Can choose left or right handed scissors appropriately</li> <li>• Can cut out small triangles, squares and shapes from paper</li> <li>• Can turn the paper when cutting</li> </ul>	<ul style="list-style-type: none"> <li>• Can cut out complex pictures by following the outlines without assistance.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Art

3D modelling	<ul style="list-style-type: none"> <li>• Manipulate modelling materials with their hands</li> <li>• Use modelling materials to create real or imaginary form</li> <li>• Explore carving with plastic knives (or similar) as an art form</li> <li>• Build simple models such as thumb pots using clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools to shape clay</li> <li>• Join 2 parts together</li> <li>• Use tools to create surface patterns/ textures</li> <li>• Use modelling equipment to create a human form</li> </ul>	<ul style="list-style-type: none"> <li>• Model over an armature: newspaper frame for Modroc.</li> <li>• Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</li> <li>• Confidently carve a simple form</li> </ul>
Printing and collage	<ul style="list-style-type: none"> <li>• Use stencils to create a picture</li> <li>• Use leaves etc. to take rubbings.</li> <li>• Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>• Cut and tear paper and stick it to a surface.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with mono printing</li> <li>• Make stamps</li> <li>• Experiment with relief painting</li> <li>• Use a variety of materials to create a collage</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate experience in fabric printing.</li> <li>• Decorate an object using decoupage techniques.</li> </ul>
Photography	<ul style="list-style-type: none"> <li>• Take portrait photos of people</li> <li>• Take landscape photos</li> <li>• Use the zoom function</li> </ul>	<ul style="list-style-type: none"> <li>• Take photographs and explain their creative vision</li> <li>• Create a photo montage of relevant images</li> <li>• Take pictures from different and unusual viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Edit images using editing software</li> </ul>
Evaluating and appreciating art	<ul style="list-style-type: none"> <li>• Explain their own likes and dislikes of their own work</li> <li>• Explain the main successes and challenges encountered when creating a piece of work</li> <li>• Explain their own likes and dislikes of artists work</li> <li>• Compare the work of artists to other pieces</li> <li>• Children must explore the artwork of one artist per year.</li> </ul>	<ul style="list-style-type: none"> <li>• Make suggestions on how to improve their own work</li> <li>• Comment on similarities and differences between their own work and the work of their peers.</li> <li>• Use a range of artistic vocabulary to compare and describe their own artwork and the work of artists. (e.g. contrast, mood, describe techniques used etc.)</li> <li>• Children must explore the artwork of 2 separate artists each year.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on a range of work by the same artist.</li> <li>• Children must explore the artwork of 2 separate artists each year.</li> <li>• Explain how a piece of artwork makes them feel with reference to effects (i.e. colour and pattern).</li> <li>• Comment and compare on the approaches used in their own artwork compared to their peers and to famous artists.</li> <li>• Explain how studying artists work has developed and influenced their own work.</li> </ul>