

Foundation:

AREA OF ART	SKILLS
<b>Drawing</b> <b>(Self-Portraits)</b>	<p>NUR • Sometimes gives meaning to marks as they draw and paint.            • Ascribes meanings to marks that they see in different places.            REC – NOTHING ABOUT DRAWING</p> <p>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 <b>Local Artist - Sarah</b></p>
Creative use of lines and tones	<p>NUR - N/A REC – N/A</p> <p>Use thick and line lines            Lighter and darker tones            (Describe the above)</p>
<b>Painting</b> <b>(Seaside – Poster Paint)</b>	<p>• NUR - Sometimes gives meaning to marks as they draw and paint.            • Ascribes meanings to marks that they see in different places.            REC – NOTHING ABOUT PAINTING</p> <p>Explore different types of paint (Poster, powder, water colour) and a range of applicators            Explore changing texture (mix in sawdust, sand, washing up liquid)            Paint small scale and large scale            Paint on different sizes, shapes and colours of paper            Paint objects, places from observation, memory and imagination)</p>
Creative use of colours	<p>NUR - Explores colour and how colours can be changed.            REC- They safely use and explore a variety of materials, tools and techniques, experimenting with colour.            Name and recognise all colours (plus name primary colours)</p>
Creative use of Pattern	<p>NUR - N/A REC – N/A</p> <p>Print repeat pattern of a single stamp</p>
<b>Printing</b> <b>(Leaf Printing)</b>	<p>NUR - N/A REC – N/A</p> <p>Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks)            Make monoprints (drawing into printing ink with different tools and making a mark)            Using stencils to create patterns            Print on fabric and paper  <b>Local Artist V. Breeze</b></p>
<b>Collage</b> <b>(2D environmental)</b>	<p>NUR - N/A            REC - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.            Children use what they have learnt about media and materials in original ways, thinking about uses and            To cut and tear paper and card for their collage</p>
<b>3D Models</b>	<p>NUR - N/A REC – N/A</p> <p>Use a range of junk, found and natural materials to make models and structures            Talk about the properties of materials, name tools and materials            Use glues, masking tape and other fastenings            Use rolled up paper and artstraws, pipecleaners 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            Use natural objects to make patterns on the ground            Talk about sculpture in the environment, what it can be made of and what it is about (<b>Local Artist Rosie Siddons</b>)</p>
<b>Clay</b> <b>(Thumb pots – Diwali)</b>	<p>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</p>
<b>Photographs/ICT</b>	<p>NUR -N/A REC –N/A</p> <p>Learn to use a digital camera to take a picture            To use a pint programme on the computer</p>

AREA OF ART	SKILLS
<b>Drawing</b> (Linked to Body)	Use viewfinders to focus on particular area Make drawings as a starting point for work in other areas i.e design Draw faces putting features in correct places. Start to create mood in drawing <b>David Hockney/Picasso</b>
Creative use of lines and tones	Find and draw different types of lines –wavy, thick, thin, broken, zigzag Experiment with coloured pencils selecting appropriate colours
<b>Painting</b> Abstract Painting (David Thorpe) linked to space topic	Can experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric etc 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. <b>David Thorpe</b>
Creative use of colours	Mix primary colours (red, yellow and blue) to make secondary colours (orange, purple, green) Experimenting with altering tone
Creative use of Pattern	Create a simple pattern using colours <u>and</u> shapes Create patterns using natural materials e.g. pebbles, sticks, shells, leaves and petals.
<b>Printing</b>	Design own blocks with card and print with sponge rollers. Use Press print and develop mono printing by mixing colours Develop printing using stencils and found objects by creating more complex patterns Move onto screen prints. Create prints by pressing, rolling, rubbing and stamping Recreate a print like a designer/artist <b>David Thorpe</b>
<b>3D Models</b> (3D Environmental)	Talk about sculpture in the environment, what it is made of and what it is for Use natural materials and work out how to join them to create a 3d sculpture <b>Andy Goldsworthy</b>
(Junk Model Castles)	Make models from balls of paper, tubes of paper and masking tape. Slot card together Handle and manipulate rigid and malleable materials and say how they feel.
<b>Photographs/</b> (linked to Body)	Take a self-portrait or photo of someone else Take photos showing different moods Use a zoom feature to show an object in detail Use a digital camera and manipulate the pictures using a simple programme such as 2photo (save, open, print) Use a painting programme such as Fresco <b>David Hockney</b>

Year 2:

AREA OF ART	SKILLS
<p><b>Drawing</b>            Drawing Tudor Houses and using pastel to create a fire silhouette.</p>	<p>Continue to draw objects, people and places from observation, memory and imagination            Make drawings that show pattern and texture            Make drawings that show how something has changed over time.            Blend and smudge (Pastels and chalks)            Use different pressures (Wax crayons etc)</p>
<p><b>Creative use of lines and tones</b>            (Revisited: Spring – Miro - surrealism and Summer Lowry – adding detail)</p>	<p>Use tone to show light and shade            Use pastels and chalk to blend and smudge</p>
<p><b>Painting</b>            Lowry – landscapes, seascapes, adding drawings to pictures (Summer)</p>	<p>Look at how artists uses colour for effect and to show mood/feelings            Look at the work of artists and experiment with their approaches            Make painting and draw on top to add detail (mixed media)  <b>Lowry/Miro/Monet</b></p>
<p><b>Creative use of colours</b>            Miro (Spring) Lowry (Summer)</p>	<p>Select and match colours when painting from observation, explaining how different colours make them feel.            Mix tints, shades (adding black and white) and secondary colours</p>
<p><b>Creative use of Pattern</b>            Realism and surrealism – Joan Miro (Spring)</p>	<p>Create <u>repeat</u> pattering using colours <u>and</u> shapes</p>
<p><b>Collage</b>            Natural art (Spring)</p>	<p>To gather and sort materials needed.            Explaining choices in materials.            Cutting with increasing accuracy from paper and material            Attaching paper and material using different joining techniques.            Creating individual and group collage</p>
<p><b>3D Models</b>            Junk Model Fire London (Autumn)            Junk model transport (Summer)</p>	<p>Make junk models and know how to make them stronger i.e stuffing with paper, reinforcing etc.            Use modelling materials to create an imaginary and realistic form.</p>
<p><b>Clay</b>            Joan Miro – Surrealism (Spring)</p>	<p>To know about H &amp; S of clay (washing hands, clay off floor etc) and different types of clay.            To learn how to cut clay shaped and how to join clay parts together (smudging, hatching etc)            To learn how to pattern and decorate clay using tools and equipment.            To learn how to roll and coil            Study the work of artists such as  <b>Antony Gormley or Joan Miro(surrealist)</b></p>

Year 3:

AREA OF ART	SKILLS
<b>Drawing</b> <b>(Observational Drawing)</b>	Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form 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 and write an explanation of their sketch Use shading to create tone and use different pressures to create hard and soft lines <b>Royal Horticultural Society/Joseph Banks</b>
Creative use of lines and tones	Use of different grades of pencils Use different pressures to create hard and soft lines Use line to add surface detail to a drawing, print or painting Continue to use tone to show light and shade (cross hatch, dot dash, circle and spiral etc)
<b>Painting</b> <b>(Cave painting &amp; Landscapes)</b>	Learn about different types, sizes and style of brushes. Select an appropriate brush type, size and style depending on the task Create a background using a wash Explore links colours and feelings/ meanings Use artists' work as a starting point and create work in the style of different artists <b>Historic Cave Painting – Source</b> <b>Landscapes – Van Gogh/Monet/Emma Majury</b>
Creative use of colours	Know where the colours are on the colour wheel (primary and secondary) Can mix colours with accuracy to a required colour, shade or tone. Create and use a palette colours from natural materials
Creative use of Pattern	Imprint a range of patterns into modelling materials e.g. clay, dough, and paper mache Creating patterns that show stories.
<b>Collage</b> <b>(Overlapping and montage)</b>	Use a variety of materials to create a collage on a theme. Begin to overlap materials to experiment with different final looks. Begin to use montage <b>(see Landscape artists above)</b>
<b>Photography and ICT</b> <b>(Tell a story through animation)</b>	Know about animation through simple flick books Make a simple drawn animation using 2animate Use the internet to research artists and their work. <b>Disney</b>
<b>Clay (Slab and Coil Pots, Greek Pots)</b>	To look at clay as it's dried and fired Compare and contrast the techniques of slab pots and coil pots. Add embellishments and decorations to enhance a form or sculpture.(Greek Pots) Use 3D materials to sculpt a human form (Masks) Use a range of modelling materials and tools, choosing the one most appropriate to a given task. <b>Artists and Artefacts from Ancient Greece</b>

Year 4:

AREA OF ART	SKILLS
<b>Drawing</b> (Coal Lighter/Mine drawings) Industrial Images	Draw demonstrating an understanding of line, tone, scale, texture and depth Draw from close observation to capture fine details by using 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 <b>Lowry/Henry Perlee Parker (Victorian)</b>
Creative use of lines and tones	Use of different grades of pencils and pressure to create hard and soft lines Use line to add surface detail to a drawing, print or painting Continue to use tone to show light and shade and to continue to emphasis form(cross hatch, dot dash, circle and spiral etc)
<b>Painting</b> (Seasonal Panels, Stain Glass Windows, Graffiti boards and display)	Use different types, sizes and style of brushes for purpose and to be able to explain the effect Add textural materials to paint, to create a desired effect and use different thickness of paints. To experiment with a range of different types of paint and explain the effects. Creating moods with painting and starting to paint using perspectives. <b>William Morris/ Mucha (Victorian) Banksy/ Local Graffiti Artist - James</b>
Creative use of colours	Work in monochrome (shades of one colour) Mix and match colours for purpose (i.e. skin tones)
Creative use of Pattern	Use bold colour and geometric shapes to create a graphic style print To use repeat patterning of more than one design (see printing)
<b>Collage (Roman Mosaic &amp; Photos)</b>	Create a photo montage of digital images to achieve a particular purpose (see photograph) <b>Arch – Pompeii Images &amp; The Collection</b> Begin to use mosaic as a form of collage.
<b>Printing (Indian Block prints)</b>	Make and use a range of printing blocks i.e include those using natural materials <b>LOCAL PRINTER – SOPHIE ALLPORT</b> Printing using four different colours. Create more intricate and accurate printing designs whilst printing on a range of materials; card, tissue, fabrics etc.
<b>Photography and ICT</b> (Portraits/Pop Art)	Take photographs and explain their creative vision <b>Local School Photo Provide/ Andy Warhol</b> Manipulate images using simple photo programmes. Use the printed picture and work back into the piece to produce artwork. Use ICT programmes to create art work that includes their artwork and the work of others Take a picture from an unusual or thought provoking viewpoint.
<b>Clay (Clay Jaws) 3D Models</b>	Create natural form such as shells, leaves, flowers and animals <u>showing an awareness of different viewpoints of the same object.</u> (see Anglo-Saxon Houses Design and Technology overlap –woodwork etc)

Year 5:

AREA OF ART	SKILLS
<b>Drawing</b> <b>Medieval art Vs</b> <b>Modern art</b>	Make a collection of drawing around a theme Use new media such a pen and ink, pastels and charcoal Prepare a drawing surface to create the detail a wax crayon image (e.e colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface) Continue to draw simple objects including texture. Shade to reflect mood and feeling <b>Artists: Medieval artists Vs Mirit Ben-Nun</b>
Creative use of lines and tones <b>Sketches of rooms of the Titanic</b>	Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber. (Use simple rules of perspective in drawing of figures and buildings)
<b>Painting</b> <b>Disaster topic -</b> <b>Volcanoes erupting paintings</b>	Use layers of pain to add detail to background colours. Create mixed media work – work back into paintings. Create moods and feeling in painting s and express their own emotions accurately through their painting <b>Artist: Nick Rowland</b>
Creative use of colour <b>Tudor portraits</b>	Continue to create different skin tones. Use complementary and contrasting colours for effect
Creative use of Pattern <b>Tudor fabric patterns</b>	Use rubbing techniques (frottage art) to collect patterns and textures Combine pattern with tone and shape in collage
<b>Collage</b> <b>Disaster Topic –</b> <b>Collage of the Titanic</b>	Combine visual and tactile qualities. Combine pattern, tone and shape in collage <b>Artist: Kurt Schwitters &amp; Derek Gores</b>
<b>Photography and ICT</b> <b>Relate to science topic (Living things)</b>	Use a software package to create pieces of digital art to design. (graphic design) Type up descriptions or evaluations of art work for display by the finished work Compose a photograph with an emphasis on textural qualities, light and shade <b>Artist – Ben Heine</b>
<b>Clay</b> <b>Medieval pottery</b>	Make maquettes (small prototype sculptures and display in front of a painting or photograph) Work as part of a group to create larger sculptures such as robot, animals, totems, boats etc. Add colour and glaze to clay <b>Local Artist Rosie Siddons</b>
<b>3D Models</b> <b>(Titanic Models)</b>	Create cylindrical and spherical forms using a range of media and scales Experiment and combine materials and process to design and make 3D art. <b>Context: Titanic models</b>

Year 6:

AREA OF ART	SKILLS
<b>Drawing</b> <b>(Animal Sketches)</b>	Use new media such a pen and ink, pastel, chalks and charcoal Experiment with resistance techniques. Organise line, tone, shape and colour to represent figures and forms in movement (Chalks etc) Use a variety of media to represent light, shade, form, reflection, pattern, and texture in a range of drawing work Explain why they combined different tools to create their drawings Explain why they have chosen specific drawing techniques. <b>Animals in Art – Tate Gallery</b> (A selection of animal artworks. Richard Marc Chagall. The Green Donkey 1911, Henry Moore. León Ferrari. [no title] 2001, reproduced 2007. Tate. Bill Woodrow. Elephant 1984. Tate. Sir Edwin Henry Landseer. Study of a Lion c.1862. Tate. Raymond Duchamp-Villon. Large Horse 1914)
Creative use of lines and tones	Use line and tone to show figures and forms in movement. Use pen and ink to add line, tone and perspective using a tonal ink wash
<b>Painting</b> <b>(Aboriginal Art)</b> <b>(Animal/Habitat)</b> <b>(WWII)</b>	Explain and establish their own style Use a wide range of paint techniques characteristic of a specific genre e.g. particular brush strokes, colour and paint application techniques and explain why they have selected them. Add texture to paints and use brushes in different ways to thicken paint. Create multi-media work <b>Aboriginal Artists</b> <b>Sarah -Local Artist (Animals)</b>
Creative use of colours	To be able to mix colours, shades and tones with accuracy. To use complementary and contrasting colours for effect with great skill. To explain reasons for colour choice; personal preference, mood, feeling, meaning, effect
Creative use of Pattern	Using digital software and not to create abstract prints which involve experimentation with colour, size, shape and repetition Use pattern to add detail, movement and interest to a piece of work
<b>Printing</b>	Can overprint using different colours Develop screen printing by cutting masks. Work back into work and mix media Look carefully at printing methods used and their effectiveness. Print for specific purposes and to set criteria <b>Paul Hipkiss</b>
<b>Photography and ICT</b> <b>(Abstract Photography Animals)</b>	Using digital software and not to create abstract prints which involve experimentation with colour, size, shape and repetition Combine images using digital technology, colour, size and rotation Create a piece of art which can be used as part of a wider presentation or project. <b>Tim Flach/National Geographic</b>
<b>3D Models</b> <b>(Anderson Shelter)</b>	Use wood and card scraps to make panels Create models on a range of scales. Include visual and tactile elements to their work. Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre. Use 3D shapes to create an abstract form or sculpture, contrasting individual components Y5/6 – 3D modelling – Junk, Mesh, etc.