

ART & DESIGN

Purpose of Study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- ☺ produce creative work, exploring their ideas and recording their experiences
- ☺ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ☺ evaluate and analyse creative works using the language of art, craft and design
- ☺ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

KS1 Pupils should be taught:

- ☺ to use a range of materials creatively to design and make products
- ☺ to use drawing, painting and sculpture to develop and share their 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 artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2 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 [for example, pencil, charcoal, paint, clay]
- ☺ about great artists, architects and designers in history.

Intent

At St James', the intent of the Art and Design curriculum is to enable all children to be artists. They will learn to generate ideas, evaluate their own work and the work of other artists, as well as developing a strong understanding of the concepts of colour, texture, line, form, pattern and shape. Through experimentation, risk and innovation, pupils will develop the necessary skills to make choices about and create artwork using a range of media and for different purposes. Pupils will also learn about the holistic benefits of art, how it can be used as a means of communicating beyond their lifetime and as a tool that can unite communities.

Implementation

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. Art and Design is generally taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Pupils are encouraged to apply their Art and Design skills in all areas of the curriculum, seeing the real-life application and value of art. We want pupils to use the art, craft and design techniques they learn as part of a creative journey; where experimenting, reflecting, adapting and refining are just as valued as a finished piece of artwork.

Teachers plan lessons for their class using our progression of knowledge and skills documents. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Impact

The high-quality teaching of Art at St James will enable learners to build a strong range of core skills as they progress through the school that will give them the opportunity to express their ideas clearly across different media. All children will feel empowered to create their own pieces of art and will have a wide artistic vocabulary that will help them voice their ideas and evaluate their own work and the work of others. Children will have learned about artists from different cultures and time periods, racial backgrounds and ideologies. They will learn to see the value of art in a variety of contexts and the scope of art to build towards different careers in the future.

Coverage of key concepts

In Art, the Key Concepts below should be studied and explored across all areas of Art and Design. They have been integrated into specific areas below to provide an opportunity to explore each in depth and to ensure a key understanding is embedded within learning.

<p>Colour Colour refers to hue, tint, tone and shade. Colours can be created and altered as well as specifically selected to affect how artwork is perceived.</p>	<p>Generating Ideas, Painting & Printing.</p>	<p>Generating Ideas, Painting & Printing</p>	<p>Generating Ideas, Painting & Printing</p>	<p>Painting & Printing, Textiles & Collage</p>	<p>Painting & Printing, Textiles & Collage</p>	<p>Generating Ideas, Painting & Printing</p>	<p>Generating Ideas, Evaluating, Painting & Printing</p>
<p>Texture Texture refers to how something feels. This can be both when physically touched or implied through appearance.</p>	<p>Generating Ideas, Textiles & Collage</p>	<p>Textiles & Collage</p>	<p>Textiles & Collage</p>	<p>Drawing</p>	<p>Sculpture/3D Drawing</p>	<p>Generating Ideas</p>	<p>Generating Ideas</p>
<p>Line A line is a mark made on a surface that joins different points. Lines can vary in length, width, direction and shape.</p>	<p>Generating Ideas</p>	<p>Drawing, Sculpture & 3D</p>	<p>Evaluating, Painting & Printing</p>	<p>Drawing, Painting & Printing</p>	<p>Generating Ideas</p>	<p>Generating Ideas</p>	<p>Generating Ideas</p>
<p>Form Form refers to three dimensional objects. While shapes have two dimensions (height and width), forms have three</p>	<p>Evaluating</p>	<p>Sculpture & 3D</p>	<p>Sculpture & 3D</p>	<p>Drawing, Sculpture & 3D</p>	<p>Evaluating Drawing</p>	<p>Sculpture & 3D</p>	<p>Evaluating</p>

dimensions (height, width and depth).							
Pattern Pattern refers to the visual arrangement of elements in some kind of sequence or repetition.	Drawing	Generating Ideas, Painting & Printing	Painting & Printing	Painting & Printing, Sculpture & 3D	Generating Ideas	Evaluating	Generating Ideas
Shape A shape is a two-dimensional area. Shapes have height and width but not depth.	Evaluating	Painting & Printing	Drawing	Evaluating	Evaluating	Generating Ideas Drawing	Evaluating
Space Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height	Generating Ideas	Painting & Printing	Drawing	Evaluating	Painting & Printing	Painting & Printing, Sculpture & 3D	Generating Ideas

Skills and Knowledge

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Generating ideas produce creative work, exploring their ideas and recording their experiences	<ul style="list-style-type: none"> To share the creations, they have made. To explain their creations. To return and build on their previous learning. To refine their ideas. To create collaboratively. To work purposefully responding to colours, shapes, materials etc. To create simple representations of people and other things 	<ul style="list-style-type: none"> To recognise that ideas can be expressed in art work To experiment with an open mind (<i>for instance, they enthusiastically try out and use all materials that are presented to them</i>) To explain which colours they like and consider why. 	<ul style="list-style-type: none"> To try out different activities and make sensible choices about what to do next To use drawing to record ideas and experiences To identify how different colours make them feel. 	<ul style="list-style-type: none"> To gather and review information, references and resources related to their ideas and intentions. To use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<ul style="list-style-type: none"> To select and use relevant resources and references to develop their ideas. To use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (<i>for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.</i>) 	<ul style="list-style-type: none"> To engage in open ended research and exploration in the process of initiating and developing their own personal ideas To confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ul style="list-style-type: none"> To independently develop a range of ideas which show curiosity, imagination and originality To systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (<i>e.g. sketchbooks will show in advance how work will be produced and how the qualities of materials will be used</i>) To create original pieces that show a range of influences and styles from notable artists, artisans and designers.

	<p>To fill space with chosen artwork (2D) recognising that they can fill a space completely or partially.</p> <p>To identify which colours they like and dislike.</p> <p>To develop ideas about texture through experimentation.</p> <p>To express and communicate their discoveries and understanding about texture</p> <p>To recognise lines in the environment e.g. bark, road markings, brickwork</p> <p>ELG: To share their creations, explaining the processes they have used. ELG: (UtW) To make observations and drawing pictures of animals and plants.</p>	To recognise repeating patterns around them – natural and man made.			<p>To begin to select line styles based on focus of artwork. (e.g. Picasso portraits using straight lines)</p> <p>To recognise more abstract patterns – focusing on repeated arrangements e.g. animal prints, plants, water ripples.</p>	<p>To begin to create simple colour charts to support artwork.</p> <p>To consider colours used to suit a specific purpose.</p> <p>To independently select techniques to create a desired effect</p> <p>To begin to recognise how different lines can be combined to create different effects in artwork e.g. movement, emotion, atmosphere</p> <p>To begin to combine different types of lines in own artwork.</p> <p>To consider the types of shape to be used within own artwork to create different effects.</p>	<p>To create colour charts to support own artwork.</p> <p>To select colours to suit the intended purpose of the artwork.</p> <p>To combine 2D and 3D approaches to create texture suited to a particular theme or direction within own artwork.</p> <p>To recognise and combine different lines in own artwork to create specific effects.</p> <p>To represent feelings and emotions through use of pattern.</p> <p>To apply knowledge of pattern when creating artwork for a purpose.</p> <p>To use knowledge of space to create features and focus points in own artwork – perspective, form, architecture etc.</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Evaluate: own artwork	<p>To recognise and describe key features of their own and others' work</p> <p>ELG: To share their creations, explaining the processes they have used.</p>	To show interest in and describe what they think about the work of others	When looking at creative work express clear preferences and give some reasons for these (<i>for instance, be able to say "I like that because..."</i>)	To evaluate own work by expressing clear preferences and suggesting improvements.	To regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	To regularly analyse and reflect on their progress taking account of what they hoped to achieve.	To provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
	YR	Y1	Y2	Y3	Y4	Y5	Y6

<p>Evaluate and Analyse: Works by other artists</p>	<p>To share and communicate working theories, feelings and understandings.</p> <p>To talk about what they can see.</p> <p>To recognise shapes – organic and geometric (e.g. square, leaf, cloud etc)</p> <p>ELG: (C&L)To express their ideas and feelings about their experiences using full sentences.</p>	<p>To express an opinion about artwork.</p> <p>To identify what they can see in artwork.</p> <p>To say how artwork makes them feel.</p> <p>To identify how an artwork has been created – materials used.</p> <p>To identify simple similarities between works of art within and across disciplines e.g. subject/colour.</p> <p>To identify simple differences between works of art within and across disciplines e.g. subject/colour.</p> <p>To use the work of other artists as a stimulus for own work – creating own representation.</p> <p>To ask simple questions about works of art or artists with support.</p>	<p>To identify specific features that they like/dislike and explain why.</p> <p>To identify techniques used by artists e.g. printing, sculpting.</p> <p>To begin to recognise that what they see may be a simplification or representation.</p> <p>To identify similarities between works of art – more abstract ideas e.g. style, emotion</p> <p>To identify differences between works of art – more abstract ideas e.g. style, emotion.</p> <p>To use the work of other artists as a stimulus for own work – starting to focus on specific features or techniques.</p> <p>To ask simple questions about artwork and artists.</p> <p>To begin to recognise different line styles in artwork.</p>	<p>To identify themes within artworks and compare how these have been represented e.g. transport, nature etc.</p> <p>To consider why artists have made particular choices focusing on a set theme e.g. colour, style, shape.</p> <p>To identify foreground and background in artwork.</p> <p>To recognise and combine geometric and organic shapes in artwork.</p>	<p>To compare artworks within a similar style to identify key characteristics e.g. pop art, pointillism</p> <p>To explore how artists and artworks can influence others – identify similar characteristics or styles.</p> <p>To explore the steps artists use to develop artworks – recognising that many pieces were not the first attempt.</p> <p>To consider how a form can interact with an environment to alter how it is perceived.</p> <p>To identify how geometric shapes can affect the perception of a piece of artwork e.g. man-made, predictable.</p> <p>To identify how natural shapes can affect the perception of artwork e.g. fluid, unpredictable, real.</p>	<p>To discuss the choices artists make in their work and their impact when combined to create a finished product</p> <p>To study an artist, designer or architect and explore how their work was influenced by events</p> <p>To recognise pattern as a repetition of shape or line – e.g. clouds or mountains in a landscape.</p>	<p>To explain how the work of those studied was influential in society</p> <p>To study an artist, designer or architect and explore how their work changed and developed over time considering events and influences throughout</p> <p>To discuss colours used in artworks using accurate terminology.</p> <p>To recognise and discuss features of forms on a larger scale – buildings and architecture.</p>
YR	Y1	Y2	Y3	Y4	Y5	Y6	

<p>Skill: Drawing - mark making, shading and creating texture, sketching from real life and portraiture</p>	<p>To explore how to make marks with a variety of resources.</p> <p>To explore different types of marks that can be made using different media including pencils, chinks and pastels.</p> <p>To develop an understanding of using lines to represent objects.</p> <p>To develop accuracy in the marks that are made.</p> <p>To begin to make true representations of a drawing.</p> <p>To explore drawing items from real life forms.</p> <p>To explore representations from imagination in drawings.</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>To explore different types of patterns.</p> <p>ELG: (PD) To hold a pencil effectively using the tripod grip in almost all cases.</p>	<p>To explore mark making with a range of B pencils.</p> <p>To explore the effect of a range of mark making tools including oil pastels and charcoal.</p> <p>To form different lines and shapes using a variety of mark making tools.</p> <p>To explore how to create different shades by applying a different pressure using drawing tools.</p> <p>To draw an outline to represent an object.</p> <p>To begin to draw from observation.</p> <p>To begin draw simple portraits considering shape of key features.</p> <p>To explore different types of line – straight, wavy, zigzag, curved</p> <p>To use lines to create simple outlines</p>	<p>To explore the effects of different pencils, beginning to understand the lettering on pencils.</p> <p>To independently use a range of mark making tools including oil pastels and charcoal.</p> <p>To use shading to add detail to drawings by changing the pressure of the tool.</p> <p>To draw an outline with increasing accuracy and detail.</p> <p>To begin to explore sketching to build up outlines.</p> <p>To draw from observation with growing accuracy.</p> <p>To draw simple portraits recognising shape and beginning to consider proportion.</p> <p>To recognise how the size of an object can appear to vary depending on your distance from it.</p> <p>To create organic shapes in own artwork, identifying how these differ to known geometric shapes.</p>	<p>To experiment with grip to assist drawing styles</p> <p>To recognise how marks can be altered by smudging.</p> <p>To compare the effect of different mark making tools when drawing the same subject.</p> <p>To begin to explore shading by layering marks.</p> <p>To begin to recognise how different marks may be used at different stages of a drawing – e.g. sketching to map out initial form.</p> <p>To draw more accurately from observation: begin to use line, tone, texture, and shading to convey objects from real life.</p> <p>To draw portraits with a good understanding of shape and proportion.</p> <p>To begin to explore how texture can be implied through 2D techniques.</p> <p>To explore most appropriate style of line for artwork e.g. softer, smudged curves or sharp, straight lines.</p>	<p>To work with a broader range of different materials for drawing including pen and ink.</p> <p>To begin to select most appropriate tool to draw with</p> <p>To explore shading by hatching and cross-hatching.</p> <p>To use line, tone, texture in drawing</p> <p>To make increasingly detailed observational drawings using specifically selected techniques.</p> <p>To recognise and use different marks at different stages of a drawing – e.g. sketching to map out initial form.</p> <p>Use a view finder to select an area of a subject for drawing.</p> <p>To draw portraits, incorporating shading techniques.</p> <p>To identify how different textures can change the appearance or impact of an artwork (2D)</p>	<p>To begin to produce preparatory sketches for painting and other work.</p> <p>To select the most appropriate tool to draw with and justify choices made</p> <p>To observe and explore a variety of techniques to show the effect of light on focus object or subject.</p> <p>To draw portraits, beginning to consider the impact of light on the subject and how this may alter shape and proportion.</p> <p>To begin to identify how perspective can alter the focus of an observational drawing.</p> <p>To identify how geometric shapes can support the development of organic forms and shapes in artwork e.g. using a circle or oval as base shape for a head</p>	<p>To produce increasingly detailed preparatory sketches for painting and other work.</p> <p>To make use of a wider variety of techniques to add depth to drawings.</p> <p>To share rationale for choosing different techniques.</p> <p>To draw portraits, employing all skills learned to consider shape, proportion, light and dark as well as selecting appropriate shading techniques.</p> <p>To show the effect of light on objects and people in drawing.</p> <p>To look at the effect of light on an object from different directions.</p> <p>To create observational drawings from differing perspectives.</p> <p>To draw from imagination considering the possible impact of light and perspective.</p>
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	<p>ELG: (PD) To begin to show accuracy and care when drawing.</p> <p>ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form.</p>			<p>To use lines to add shading to artwork.</p> <p>To begin to recognise how to convey form through drawing techniques (shading)</p>	<p>To use lines to add pattern and texture to artwork.</p> <p>To show implied form through simple 3D drawing techniques</p>		
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Skill: Painting & Printing - how to paint, incorporating styles and textures, types of paint,</p>	<p>To explore using different types of paint: poster, water colours and powder paint.</p> <p>To explore different tools e.g brushes, rollers, stamps</p> <p>To explore the use of large/medium/small brushes.</p> <p>To explore the different effects that can be made e.g, splatter paint, flicking, roller painting, blowing.</p> <p>To develop painted pictures using different colours.</p> <p>To begin to select the correct colours for their purpose.</p> <p>Printing: To explore printing using different tools/objects.</p> <p>To explore different textures of paint.</p>	<p>To say which tools make different marks.</p> <p>To paint lines and solid shapes with some control.</p> <p>To explore brushes – thin/thick considering purpose.</p> <p>To hold brushes appropriately.</p> <p>To use different types of paint (watercolour, poster, powder) and begin to identify qualities</p> <p>To explore different techniques to apply paint (marbles, bubble painting, blow painting, splatter)</p> <p>To explore adding materials to paint to create texture (sand, flour)</p> <p>To paint simple pictures using brushes and a variety of colours</p>	<p>To begin to identify different layers of a picture – subject and background</p> <p>To create a range of pattern and lines using different mediums.</p> <p>To select appropriate brushes (thick/thin)</p> <p>To hold brushes accurately.</p> <p>To select appropriate type of paint (poster, powder, water) for a purpose.</p> <p>To select different techniques (marbles, bubble painting, blow painting, splatter) to suit a purpose.</p> <p>Printing: To develop precision when printing – using an accurate amount of paint/applying paint with a roller or brush.</p> <p>To make a textured printing block (string etc) and identify which parts print</p>	<p>To use layers when painting – starting with a background and building forward</p> <p>To explore the lines made by different types of brush (rounded, flat etc)</p> <p>To explore different styles of line and shape that can be made with brushes – dotting, scratching etc</p> <p>To explore how different types of paint can be used – recognising watercolours can produce deeper colours when less water is used</p> <p>To explore ways to create texture using brushes</p> <p>Printing: To explore monoprinting (printing where only one copy can be made e.g.</p>	<p>To begin to identify different ways to hold a brush for different effects</p> <p>To identify ways to manipulate the texture of paint – adding water or PVA to create thinner or thicker paint.</p> <p>To compare the tints, tones and shades of different types of paint.</p> <p>To identify suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>To recognise how commercial colour charts (paint charts) show different variations of the same base colour</p> <p>To use knowledge of shade and tone to recreate colour charts (single hue).</p>	<p>To explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces</p> <p>To identify how surfaces can impact the appearance of paint - I.e. wet or dry paper for watercolours</p> <p>To begin make choices about paint based on the subject and effect desired</p> <p>Printing: To design and create printing blocks/tiles;</p> <p>To develop techniques in block and relief printing</p> <p>To explore how a printing block can be modified and reused to apply different layers</p> <p>To create and arrange accurate patterns when printing</p>	<p>To use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p> <p>To create a colour palette, demonstrating mixing techniques and effectively using knowledge of hue, shade and tone;</p>

	<p>To explore mixing colours and how they can change.</p> <p>To recognise and match colours to their intention e.g. green grass, blue sky</p> <p>To name basic colours – red, green, blue, yellow, pink, brown, purple, white, black, orange.</p> <p>ELG: To use a range of small tools, including paintbrushes. ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form.</p>	<p>Printing: To print shapes and patterns using various objects</p> <p>To make a relief printing block – foam sheets and identify which parts print</p> <p>To recall primary colours</p> <p>To recognise primary colours cannot be created by mixing</p> <p>To make colours lighter</p> <p>To make colours darker</p> <p>To explore colours that can be made by mixing primary colours</p> <p>To make simple repeating patterns – repeating one motif (block repeat)</p> <p>To use geometric shapes to create representations in artwork.</p> <p>To consider where to place parts of a picture – sky above, land below etc.</p>	<p>To recall secondary colours.</p> <p>To understand that a tint is a mixture of a colour with white.</p> <p>To change the tint of a single colour (i.e. green) by adding different amounts of white</p> <p>To understand that a shade is a mixture of a colour with black</p> <p>To change the shade of a single colour by adding different amounts of black</p> <p>To begin to describe colours by matching to known objects e.g. raspberry – pink</p> <p>To explore colour mixing using primary and secondary colours to make new (tertiary) colours</p> <p>To explore the impact of the thickness of a line</p> <p>To use lines to begin to add further detail to artwork</p> <p>To create more complex repeating patterns with multiple elements</p>	<p>printing over paper shapes)</p> <p>To explore how to layer prints to apply different colours (separate printing blocks)</p> <p>To recognise the colour wheel as a tool for art</p> <p>To identify how all colours in the colour wheel can be created</p> <p>To mix colours effectively, creating all colours of the wheel.</p> <p>To explore how to mix colours to match objects and nature</p> <p>To select appropriate line width for artwork</p> <p>To create more complex repeating patterns thinking about position (e.g. half drop/mirror)</p>	<p>To use terminology shade, tone and hue to describe colours</p> <p>To identify how overlapping features can imply depth</p> <p>To explore drawing and painting objects using foreground and background and by overlapping</p>	<p>To use key vocabulary to demonstrate knowledge and understanding of printing: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph</p> <p>To explore colour charts and how they can support colour mixing</p> <p>To experiment, and develop control with particular qualities of tone, shades and hue</p> <p>To recognise complimentary and contrasting colours</p> <p>To recognise how space can be used to create movement and emotion in artwork e.g. solid colours imply stillness whilst patterns filling a space suggest movement</p>	
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Skill: Textiles/	To explore different materials e.g paper,	To explore different texture materials such	To plan and use different ways of	Collage:	Textiles:	Collage:	Photography and film:

<p>Collage/ Digital media</p>	<p>card, shiny paper, tissue paper, wool, ribbon.</p> <p>To express and communicate discoveries and understandings.</p> <p>To explore texture of different materials</p> <p>ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form.</p>	<p>as threads, cottons, ribbons, wool, raffia, grass.</p> <p>To select collage materials according to specific qualities e.g. colour, texture. shiny/smooth/rough for a specific purpose.</p> <p>To use materials for simple weaving through a stiff card loom or simple frame.</p> <p>To recognise different materials feel and look different.</p> <p>To use materials to create textures.</p>	<p>adding detail to materials through batik, tie dye, fabric printing.</p> <p>To embellish weaving using natural materials.</p> <p>To select materials to use according to their specific qualities e.g. colour, texture, 'warm/cold'.</p> <p>To plan and create collages with increasing care</p> <p>To describe the textures of different materials.</p> <p>To select materials to make a specific texture.</p>	<p>To begin to select from a wider range of materials to create different effects, giving reasons for their choices</p> <p>To refine work as they go to ensure precision</p> <p>To learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> <p>To describe similar colours by comparing shade and tone.</p> <p>To begin to recognise 'hue' as a term for colour (those on the colour wheel)</p> <p>To identify how colour can be used to express moods and feelings.</p>	<p>Use different techniques to create textile-based art: printing, dyes, stitching, applique etc.</p> <p>To select appropriate materials (including non-traditional), giving reasons for choices made</p> <p>To make effective and exciting choices when creating textures to combine visual and tactile qualities in textiles e.g. using weaving, overlapping, layering</p> <p>To add decoration to create effect</p> <p>To use key vocabulary to demonstrate knowledge and understanding in textiles; colour, fabric, weave, pattern, line, texture, decoration</p> <p>To begin to use vocabulary of complimentary and contrasting colours.</p> <p>To reflect on the use of colour for specific purposes in artworks.</p> <p>To use colour to express moods and feelings.</p>	<p>To make effective and exciting choices when creating textures to combine visual and tactile qualities in collage</p> <p>To create real-life or abstract proportions when creating collage</p> <p>To add collage to a painted or printed background;</p> <p>To create and arrange accurate patterns;</p> <p>To use key vocabulary to demonstrate knowledge and understanding in collage: shape, form, arrange, fix</p>	<p>To combine text and photographs to create different effects (e.g. decollage,</p> <p>To understand and apply composition elements of photography when taking photographs (e.g. rule of thirds, foreground, focus, lighting)</p> <p>To modify an image on computer to achieve the best quality print</p> <p>To know how zoom can be used to emphasise the focal point of an image</p> <p>To understand how to alter the quality of an image e.g. understand different processes to zoom, make use of software tools</p> <p>To know how film is created by layering photos</p>
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	YR	Y1	Y2	Y3	Y4	Y5	Y6
Skill: Sculpture/3D	<p>To explore a range of malleable materials to make models (playdough, plasticine, salt dough, cooking materials, plasticine, clay)</p> <p>To explore how to change shape of malleable materials.</p> <p>To explore the use of different tools to change models.</p> <p>To explore different materials for improving models (sequins).</p> <p>To explore the different use of glue (glue sticks, PVA).</p> <p>ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form.</p>	<p>E.g. Pinch pots</p> <p>To use hands to manipulate and mould plasticine and playdough to produce a desired shape.</p> <p>To practise pinching, kneading, patting and rolling techniques and identify the effect on the media.</p> <p>To use hands to manipulate and mould clay to produce a desired shape.</p> <p>To discuss and explore the properties of clay – recognising how it changes when dry, becoming more fragile.</p> <p>To experiment with tools, recognising how they can be used to add detail and texture to models (plasticine/playdough).</p> <p>To apply simple decoration techniques – painting/glazing (PVA).</p> <p>To make lines using a variety of tools</p> <p>To create a simple form through sculpture.</p> <p>To recognise art can be both 3- and 2-dimensional.</p>	<p>E.g. Castle turrets</p> <p>To begin to recognise how to join sections of a model (cross hatching and slip for clay)</p> <p>To use runners to ensure clay is rolled to an even thickness (tiles)</p> <p>To use a simple armature/mould to shape clay.</p> <p>To use tools and techniques to add texture to models</p> <p>To recognise that a form may also be hollow.</p>	<p>E.g. Greek clay pots</p> <p>To consider the impact of working in 3-dimensions, recognising how a form can be viewed from different perspectives.</p> <p>To use coil building method to create models with increasingly even thickness of walls</p> <p>To use tools to add detail and decoration to models</p>	<p>To explore how emotions can be expressed through sculpture.</p> <p>To explore further malleable forms – wire, paper, Modroc etc and recognise how they can be manipulated.</p> <p>To identify how different textures can change the appearance or impact of an artwork (3D)</p>	<p>To explore how wire forms can be used as a frame (armature).</p> <p>To compare different ways to finish a product – glaze, paint, polish.</p> <p>To explore how to represent movement within sculpture.</p> <p>To create textures which combine visual and tactile qualities</p> <p>To create real-life or abstract proportions when creating sculpture.</p> <p>To identify how space can be used to highlight key features of artwork e.g. gaps in sculpture,</p> <p>To recognise how different forms can be combined in layers to create artwork (armature frames) and how the internal forms may differ to the final piece.</p>	<p>To recognise sculptural forms in the environment – architecture.</p> <p>To use understanding of how to finish products – glaze, paint, polish – to make choices about own finish of work</p> <p>To design and create sculptures, considering how to express emotion and movement to achieve a desired outcome.</p> <p>To discuss the properties of media</p>

Key Vocabulary

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Generating Ideas	Make, create	explore, discover, share, express	Experiment, starting point, subject	Combine, transform, manipulate, sketchbook, primary source (real-life), secondary source (photos)	Stimuli, arrangement, modify, process, intention	outcome, inspiration, open-ended, research, justify	Context, systematic, originality, intent, rationale, composition,
Evaluating Own work and other artists	Like, dislike, artist	end result, similarity, difference, real, abstract	Opinion, emotion, features, technique, pop art, realism	style, theme, representation, comparison, Art Deco, impressionist	Improvement, effect, characteristics, influence, pointillism, contemporary	impact, analyse, study, architect, designer, modernism,	Evoke, reasoning, street art, surrealism
Drawing	Mark making, pencil, chalk, draw	pen, pencil gradings (HB, 2B etc) charcoal, wax, soft pastel, oil pastel, pressure, grip	Observational drawing, detail, sketch, shading, outline,	Smudge, sharp, graphite, layer, proportion	Hatching, cross-hatching, viewfinder, depth	perspective	preparatory sketch
Painting and printing	Paint (verb), brush, roller, stamp, thick (texture), runny (texture)	print, palette, splatter, poster paint, water colour, powder paint, mix	Bristles, width, thickness, printing block	monoprint, layer, rounded brush, flat brush, dotting, scratching, wash,	manipulate,	Relief, hapa-zome, hammering, arrange, collagraph,	Blend, absorb,
Textiles, collage and digital media	Paper, card, tissue paper, wool, ribbon	Fold, cut, tear, stick, collage, fabric, string, thread, weave	batik, dye, decorate, qualities	Overlapping, tessellation, mosaic, montage	Embroidery, fibres, tapestry, embellish,	Arrange, fix	Decollage, focus, zoom, lens, sharp, frame, transparency, graffiti, mural, edit
Sculpture and 3D	Playdough, plasticine, clay, tool, glue	shape, mould, pinch, knead, pat, roll, fragile, strong, soft, hard, decoration, pressure	Slip, cross hatch, join, sculpture/sculpt, maquette, model	Coil, even (thickness), sculptor, architecture	wire, pliers, malleable, Modroc	Armature, glaze, polish	Sculptural form
Key concepts: Colour, texture, line, form, pattern, shape, space	shape, colour, picture, red, green, blue, yellow, pink, brown, purple, white, black, orange, mix, pattern, space	Line, wavy, straight, curved, zigzag, texture, shade, dark/-er, light/-er, primary colours, 2D, 3D, repeating pattern, natural, man-made	Colour mixing, secondary colours, tint, warm, cold, landscape, portrait, still life, distance, positive, negative, form, background	colour wheel, relief, decorate, foreground, geometric shape, organic shape, position, tone, hue	Relationship, aesthetic, abstract, environment, perception, appearance, impact, base colour, depth, complimentary, contrasting,	Perspective, movement, atmosphere	pigment, visual, tactile,

Possible Artists

Drawing	Colour		3D/textiles
CJ Hendry Kandinsky (lines/shapes) Van Gogh (lines) Albrecht Durer MC Escher	Wassily Kandinsky Mondrian Matisse Van Gogh Georges Seurat Claude Monet Banksy David Hockney Bridget Riley	Andy Warhol Gustav Klimt Jackson Pollock Georgia O'Keefe William Morris Steven Brown Paul Klee Roy Lichtenstein Peter Thorpe Chris Ofilli	Goldsworthy Antony Gormley Barbara Hepworth Gaudi Isaiah Zagar Robert Arneson Beate Kuhn

