

Year Group	Autumn	Spring	Summer
Assessment	At the end of each term pupils are expected to know, apply and understand the matters, skills and processes taught in the relevant program of study. At the end of each term teacher assessment will be recorded on the foundation tracker. Teacher assessment at the end of each term is based on a combination of classroom observations, self-evaluation, preliminary work in sketch books and final pieces.		
1	Colour mixing, pattern and printing	Collage and textures	Weaving - colour, pattern and texture
2	Line, shape and space	Sculpture - proportion, shape and form	Design and make using a range of materials/media
3	Observational drawing	Painting - techniques	Collage and pattern
4	Painting, effects and textures	Printing - mono printing	Sculpture - recycled, natural and man-made materials
5	Painting - mastery	Design and make using Information Technology	Sculpture - shape, space and form
6	Collage - materials, colours and textures	Drawing - mastery	Printing - layering

Art Skills

Children, during all units of work, will engage in the 3 National Curriculum strands based on the units of study: design; make and evaluate.				
National Curriculum 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.			
Art skills progression	Year	National Curriculum Objectives	Vocabulary	Suggested Artist (s)
Y1 <u>Colour mixing, pattern and printing</u> <ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Explore printing techniques, inc. finger printing. Make marks in print with a variety of objects, including natural and made objects. Make rubbings. <u>Collages and textures</u> <ul style="list-style-type: none"> Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Create different textures e.g. use of sawdust. <u>Weaving - colour, pattern and texture</u> <ul style="list-style-type: none"> Use a variety of techniques, e.g. cutting, gluing, trimming material, weaving Explore textures using a variety of materials. Weave with fabric, thread, paper or natural objects etc. Describe the weaving process, colour and pattern e.g. under, then over. 	Y1 & Y2	<ul style="list-style-type: none"> ✓ 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. <p>Skills for analysing and evaluating by end of key phase: Exploring and developing ideas (ongoing)</p>	<p>By the end of KS1 phase: acrylic, artefact, background, blend, brush, construct, creative, colour, crayon, cut, coil, clay, charcoal, design, evaluate, effect, foreground, form, feelings, gouge, join, knead, line, motif, malleable, man-made, marks, mix, mood, mouldable, natural, primary colours, poster, pencil, pattern, press, pastel, roll, recycled, rub, similarity, sketch, shade, smudge, secondary colours,</p>	<p>Y1 Henri Matisse Wassily Kandinsky Lucy Poskitt Terra Fuller Paul Klee</p> <p>Y2 Picasso Van Gogh Leonardo Da Vinci Hokusai Antony Gormley Charles Burns Vinnie Bagwell</p>
Y2				

<p><u>Line, shape and space</u></p> <ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, pattern and colour. • Experiment with the visual element; shape and space. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. <p><u>Design and make using a range of materials</u></p> <ul style="list-style-type: none"> • Use a developed colour vocabulary. • Experiment with different paint effects inc., washes, shades and tones. • Experiment with different media and techniques, inc. pastels, layering and mixing media. 		<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <p>Evaluating and developing work (ongoing)</p> <ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. 	<p>scrape, sculpt(ure), slip, shape, thick, thin, texture, technique, tissue, tone, tint, tools, watercolour, wash, weave, over, under, warp, weft</p>	
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<p>Y3 <u>Observational drawing</u></p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources using a view finder. • Draw for a sustained period of time at their own level. <p><u>Painting techniques</u></p> <ul style="list-style-type: none"> • Experiment with different effects inc. colour dabbling. • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Name different types of paint and their properties. • Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Work confidently on a range of scales e.g. thin brush on small picture etc. <p><u>Collage and pattern</u></p> <ul style="list-style-type: none"> • Experiment with a range of media e.g. overlapping, layering etc. • Create textured collages from a variety of media. • Name the tools and materials they have used. <p>Y4 <u>Painting, effects and textures</u></p> <ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. 	<p>Y3 & Y4</p>	<ul style="list-style-type: none"> ✓ 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 (e.g. pencil, charcoal, paint, clay) ✓ about great artists, architects and designers in history. <p>Skills for analysing and evaluating by end of key phase: Exploring and developing ideas (ongoing)</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating and developing work (ongoing)</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 	<p>By the end of lower KS2 phase: Adaptation, atmosphere, alter, abstract, amendment, block printing, complement, contrast, complex, colour scheme, cold, carving, composition, dabbling, distance, digital, engaging, embroider, expression, emotion, flowing, figures, grades, hue, inconsistent, impressed, improvement, landscape, media, method, manipulate, opaque, overprint, perspective, photographs, representation, refine, relief, reflection, replicate, sources, symbolic, subtle, scale, spectrum, surface, style, transparent, tapestry,</p>	<p>Y3 Lucian Freud Paula Rego Sonya Boyce Piet Mondrian Monet Y4 Fernand Leger Mary Whyte Tim Noble and Sue Webster Andy Goldsworthy Giovanni Castiglione</p>
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<ul style="list-style-type: none"> • Show increasing independence and creativity with the painting process. <p><u>Printing</u></p> <ul style="list-style-type: none"> • Use the mono printing technique • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want. • To explore pattern and shape, creating designs for printing. • Talk about the processes used to produce a simple print. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use an extended variety of materials, e.g. recycled, natural and man-made materials. 		<ul style="list-style-type: none"> • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook 	<p>variation, vibrant, view finder, warm</p>	
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<p>Y5 <u>Painting</u></p> <ul style="list-style-type: none"> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created (composition). <p><u>Design and make</u></p> <ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT, e.g. Purple Mash 3D modelling program • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use man made materials inc. wire. • Plan a sculpture through drawing and other preparatory work. • Create sculpture and constructions with increasing independence. <p>Y6 <u>Collage</u></p> <ul style="list-style-type: none"> • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely. • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. 	<p>Y5 & Y6</p> <ul style="list-style-type: none"> ✓ 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 (e.g. pencil, charcoal, paint, clay) ✓ about great artists, architects and designers in history. <p>Skills for analysing and evaluating by end of key phase:</p> <p>Exploring and developing ideas (ongoing)</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures <p>Evaluating and developing work (ongoing)</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 	<p>By the end of KS2:</p> <p>adaptation, atmosphere, alter, abstract, amendment, blocking, block printing, complement, contrast, cartridge, complex, colour scheme, cold, carving, composition, distance, digital, engaging, embroider, expression, emotion, flowing, figures, grades, hue, inconsistent, impressed, improvement, landscape, media, method, manipulate, opaque, overprint, perspective, photographs, representation, refine, relief, reflection, replicate, sources, symbolic, subtle, scale, spectrum, surface, style, transparent, tapestry,</p>	<p>Y5</p> <p>Jacob Lawrence Chelsey Bonestell Peter Thorpe Jackson Pollock Margaret Godfrey Alberto Giacometti</p> <p>Y6</p> <p>Picasso Rembrandt Thomas Gainsborough Paul Nash Hans Holbein</p>
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<p><u>Drawing</u></p> <ul style="list-style-type: none"> Independently collect images and information on classical portraiture in a sketchbook. Use research to inspire drawings from memory, observation and imagination. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape Identify artists who have worked in a similar way to their own work. <p><u>Printing</u></p> <ul style="list-style-type: none"> Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Be familiar with layering prints. Be confident with printing on paper. Alter and modify work. Work relatively independently. 		<ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. 	<p>variation, vibrant, warm</p>	
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