

Drawing (ongoing) line, form, shape, scale, observation pencil, wax, chalk, ink, pen, brushes

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Explore different textures and experiment with mark - building on previous experience.</p> <p>Observe and draw from life including patterns in the natural and man-made world.</p> <p>Ensure sensitivity and visual awareness. Observe anatomy – begin to encourage accurate drawings of people.</p>	<p>Continue to experiment with tools and surfaces.</p> <p>Continue to draw a way of recording experiences and feelings.</p> <p>Sketch to make quick records of something.</p> <p>Work out ideas through drawing</p>	<p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Observe and draw simple shapes.</p> <p>Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Encourage more accurate drawings of people – e.g. faces - looking closely at where feature and the detail they have.</p> <p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p>		<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p> <p>Use a range of mediums on a range of backgrounds.</p>	

Painting & Colour colour_pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc

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<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Continues to explore applying colour with a range of tools for enjoyment</p>	<p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p>	<p>Build on KS1-</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Monochrome painting</p> <p>Make the colours shown on a commercial colour charts and/or colour wheels to show primary and secondary colours. Mix and match colours to those in a work of art.</p>			<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Considering colour and texture for purpose.</p> <p>Use colour to express moods and feelings.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it</p>

Texture collage, weaving, threads, fibers, fabrics, surfaces, wood, clay

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<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Use texture to provide information – e.g. manmade/natural materials, a ‘journey’ of where they have been etc.</p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration</p>	<p>Build on experiences in Year 1</p> <p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p> <p>Use various collage materials to make a specific picture.</p>	<p>Use colour to express an idea - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Tie dying, batik – ways of colouring or patterning material.</p>		<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p> <p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p>	

Sculpture space, 3D experience, rigid and malleable materials

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>	<p>Use both hands and tools to build</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose, i.e puppet.</p> <p>Cut shapes using scissors.</p> <p>Carve into media using tools.</p> <p>Pinch and roll coils and slabs using a modeling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Discussion of weight and texture.</p>	<p>Awareness of natural and man-made forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Also able to shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials.</p> <p>Begin to make simple thoughts about own work and that of other sculptors.</p>	<p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Begin to have some thought towards the size of a sculpture.</p> <p>Simple discussion about aesthetics</p> <p>Plan and develop ideas in sketchbook and make informed choices about media.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail</p> <p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>
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Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc

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<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p>	<p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Relief printing - string, card, etc.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p>	<p>Use printmaking as a means of drawing</p> <p>Create order, symmetry, irregularity</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools.</p> <p>Talk simply about own work and that of other artists.</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Use relief and impressed printing processes.</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Discuss own work and that of other artists.</p> <p>Explores images through monoprinting on a variety of papers</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Use sketchbook for recording textures/patterns.</p>	<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others.</p> <p>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief</p>
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Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)

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<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns</p> <p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah</p> <p>Simple symmetry – folding painted butterflies.</p>	<p>Awareness and discussion of patterns around them – pattern hunt.</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p> <p>Link to Maths</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns and discuss.</p> <p>Discuss regular and irregular – what does it mean?</p>	<p>Search for pattern around us in world, pictures, objects. Use the environment and other sources to make own patterns.</p> <p>Use sketchbooks to design own motif to repeat.</p> <p>Create own patterns using ICT</p> <p>Make patterns on a range of surfaces.</p> <p>Link to Maths - symmetry Consider different types of mark making to make patterns.</p>			<p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p> <p>Look at various artists creation of pattern and discuss effect,</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>

Knowledge about artists

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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. E.g. Year 1 - Pablo Picasso, Frida Kahlo, Vincent Van Gogh, Andy Warhol Andy Goldsworthy Barbra Hepworth, Anthony Gormley, Henry Moore Year 2 - Quentin Blake Architecture – Brunel Tinga, Tinga paintings, Corey Barksdale, Joseph Armedokpo, Charles A Bibbs		Pupils should be taught about great artists, architects and designers in history.			
		E.g. Sonia King, Concetta Perot, Ancient Ganzorig Alyeksandr, Reda Abdel Rahman Thaneeya McArdle	E.g. Polynesian artists/ tattoos, Aboriginal? Surrounding islands? Pen and Ink study. (Possibly - Iron Man story illustrator – artists like Muxxi, Salvador Dali, Miro). William Morris.	E.g. South American artists. Leonora Carrington/ Diego Rivera. Brancussi Optical illusions Bridget Riley. Victor Vasarley	E.g. North American artists. Artwork from traditional cultures that tell a story