

Early Years Art & Design

Throughout Cycle A and B

Drawing	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Begin to show accuracy and care when drawing	<ul style="list-style-type: none"> To begin to use a variety of drawing tools To investigate different lines To explore different textures To begin to draw more accurate pictures of people To create closed shapes with continuous lines, and begin to use these shapes to represent objects To draw with increasing complexity and detail, such as representing a face with a circle and including details To experiment drawing with different tools to make marks on different surfaces 	Featured Art: Joan Miro
Painting	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none"> To explore what happens when they mix colours To experiment to create different textures To experiment with and use primary colours To name colours and mix them To use a range of tools to make colours To handle and experiment painting with different brush sizes To create patterns using colours and shapes 	Featured Art: Mondrian & Klee
Printing	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none"> To understand different media can be combined to create new effects To know what a pattern looks like To make simple rubbings To print using a variety of objects To print with block printing 	Featured Art: Yayoi Kusama
Textiles & Collage	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none"> To feel, handle and manipulate a variety of materials To make simple collages with different materials To make a simple weaving patterns 	Featured Art: Matisse
3D Form	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none"> To handle, feel and manipulate materials To construct, build and destroy a variety of materials To shape and model materials To experiment with different materials to make structures for a purpose 	Featured Art: Andy Goldsworthy
Work like an Artist	Share their creations, explaining the process they have used	<ul style="list-style-type: none"> To use drawings to tell a story To use drawing to represent ideas like movement or sound To show different emotions in their drawings and painting like happiness, sadness, fear etc. 	

Key Stage 1

National Curriculum:

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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

Cycle A and B: Working like an Artist

Working like an Artist	<p>Year 1 Skills</p> <p>Ar7 Respond to ideas Ar8 Make changes to their own work</p>	<p>To be able to listen to ideas about their work from adults and peers</p> <p>To be able to think of ways that others can help them edit their work by offering their own ideas</p> <p>To be able to implement ideas offered by others into their work</p> <p>To be able to identify parts of their work they particularly like</p> <p>To be able to identify parts of their work that they would like to change</p> <p>To be able to think of ways changes can be made to their work, without spoiling it or starting again from scratch</p>
	<p>Year 2 Skills</p> <p>Ar14 Explore ideas Ar21 Observe and comment on differences in their own work and others' work Ar23 Observe 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>	<p>To be able to share and explain their ideas to peers and adults</p> <p>To be able to use other works of art as inspiration for their own ideas e.g. Lowry</p> <p>To be able to copy a style of art and think about some ways in which they can make it their own</p> <p>To be able to look at the work done by others and identify similarities and differences</p> <p>To be able to constructively say what they like or dislike about the work of others</p> <p>To be able to explain what they like or dislike about their own work</p> <p>To be able to use the work of artists to inspire their own work e.</p>

Cycle A and B: Drawing, Painting, Collage & Textiles

Drawing	<p>Year 1 Skills</p> <p>Ar1 Explore the use of line, shape and colour Ar9 Use a variety of tools including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</p>	<p>To be able to identify what a line is</p> <p>To be able to draw different kinds of lines e.g. wavy, straight, short</p> <p>To be able to recognise that lines are used to make shapes</p> <p>To be able to identify a range of shapes and how they can be put together to make images (pictures)</p> <p>To be able to name a range of colours</p> <p>To be able to use colour names appropriately and assign them to objects (e.g. blue sea, red apples, green leaves) and in abstract terms (e.g. alternative colour choices - purple bananas etc.)</p> <p>To know the names and features of different types of pens e.g. felt tip, ballpoint</p> <p>To know that all pens use ink, which is a coloured liquid</p> <p>To know that a pencil is usually made of wood and has a lead embedded in it that is used for drawing or writing</p> <p>To know the difference between a pen and a pencil</p> <p>To know that crayons are made from coloured wax</p> <p>To know that pastels are made from coloured powder mixed with a binder (something that makes the powder stick together)</p> <p>To know that chalk is made from a type of soft rock (limestone)</p> <p>To know that charcoal is made from charcoal powder mixed with a binder (something that makes the powder stick together)</p> <p>To be able to experiment with different tools and notice the different marks they make</p> <p>To be able to choose the right tool for the picture they want to produce</p>	<p>Cycle A: All About Me</p> <p>Line & Shape: Drawing (Portraits) Featured Art: Picasso</p>

Drawing	<p>Year 2 Skills</p> <p>Ar15 Experiment with the visual elements of line, shape, pattern and colour</p> <p>Ar16 Work out ideas for drawing in a sketchbook</p> <p>Ar22 Draw for a sustained period of time using real objects, including single and grouped objects</p> <p>Ar24 Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint</p>	<p>To be able to select from a range of drawing tools that produce different visual effects in line, shape, pattern and / or colour e.g. chalk, pastels, pens, pencils or charcoal</p> <p>To be able to discuss the variations in visual effects each one of these has when drawing (for example, the smudginess of charcoal or the clean lines of thin-tipped pens)</p> <p>To know that cross-hatching is a way of shading an area using parallel lines</p> <p>To be able to start to experiment with cross-hatching as a way of using line and colour</p> <p>To be able to make small sketches of a larger object with focus on a particular area e.g. the handle of a jug</p> <p>To be able to sketch their ideas, knowing that they don't need to be perfect, finished or complete</p> <p>To be able to work within a given time frame</p> <p>To be able to start a drawing and not give up on it if there is something they aren't happy with, considering ways of editing or altering it</p> <p>To be able to choose a viewpoint that they are happy with and remain there for the duration of their drawing</p> <p>To be able to apply their media to paper with differing levels of strength to test depth of colour or tone</p> <p>To be able to layer white or black on top of a colour to change the tone</p>	<p>Cycle B: Dancing Spy</p> <p>Shape & Line: Drawing Featured Art: Cubism Jean-Michel Basquait</p>
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Painting	<p>Year 1 Skills</p> <p>Ar2 Explore a variety of tools and techniques including the use of different brush sizes and types</p> <p>Ar10 Use different brush sizes and types of media</p>	<p>To be able to identify different tools that can be used for painting such as fingers, hands and brushes</p> <p>To be able to experiment with different ways that paint can be put onto paper</p> <p>To be able to experiment with different brushes, for example, trying to use a thin brush to paint a large area and to know why that isn't a good choice</p> <p>To be able to look at art by different artists who use unusual brush techniques, such as light brush strokes in Monet's paintings</p> <p>To be able to describe the uses for different brush sizes and shapes</p> <p>To be able to experiment with different brushes, for example, trying to use a thin brush to paint a large area. Explain why that isn't a good choice</p> <p>To be able to create a painting using brushes of different sizes</p> <p>To be able to use wet and dry brushes</p>	<p>Cycle A: Never Eat Shredded Wheat Colour: Painting (Landscapes and natural still life) Featured Art: Monet, pointillism</p>
	<p>Year 2 Skills</p> <p>Ar17 Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones</p> <p>Ar25 Work on a range of scales e.g. large brush on large paper etc.</p>	<p>To know that primary colours are the ones that can be mixed to make any other colour</p> <p>To be able to identify the primary colours as red, blue and yellow</p> <p>To be able to mix these three colours to make secondary colours e.g. green, purple and orange</p> <p>To be able to add white and black to their colours to change shades</p> <p>To know that selecting the wrong tools would mean that artwork may take much longer</p> <p>To say which tools they would select for different scales and explain why</p>	<p>Cycle B: Going Wild</p> <p>Colour & Shape: Painting</p>

Collage & Textiles	<p>Year 1 Skills</p> <p>Ar4 Investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc.</p> <p>Ar12 Use a variety of techniques e.g. weaving, fabric crayons, sewing</p>	<p>To know that materials have different properties e.g. cardboard will bend (fold), tissue will tear (rip)</p> <p>To be able to look at and touch a range of materials and discuss their textural properties</p> <p>To be able to experiment with tearing and cutting materials</p> <p>To know that weaving is the process of interlacing threads to form a patterned fabric</p> <p>To be able to choose materials that are suitable for weaving</p> <p>To be able to select suitable materials, mark and then cut out a simple pattern</p> <p>To be able to thread a needle with supervision</p> <p>To be able to use a simple running stitch to join one piece of fabric to another</p>	<p>Cycle A: Come Fly with Me Artic Circle</p> <p>Texture: Collage & Textiles (weaving) Featured Art: Anni Albers/Bauhaus</p>
	<p>Year 2 Skills</p> <p>Ar19 Explore texture using a variety of media</p> <p>Ar28 Use a variety of techniques e.g. tie-dyeing, wax or oil resist, mosaic</p>	<p>To understand that texture refers to the way something feels to the touch</p> <p>To understand and use vocabulary associated with texture such as rough, smooth, soft, hard etc.</p> <p>To be able to make reasoned choices about the use of materials for collage purposes that have a variety of textures</p> <p>To know terms that refer to different forms of resist dyeing with fabrics, such as batik or tie-dye</p> <p>To be able to use wax on textiles to create patterns once dyes are applied to the fabrics</p> <p>To know that traditionally mosaic uses small regular and irregular pieces of stone, glass or ceramic placed so that they form a pattern or image</p> <p>To be able to use alternative materials such as paper, card, stickers etc to create mosaic-style art</p>	<p>Cycle B: Jurassic Hunter Colour & Texture: Collage & Textiles (Batik, tie dye)</p>

Cycle A only: Modelling & Sculpture

Modelling & Sculpture	<p>Year 1 Skills</p> <p>Ar5 Explore sculpture with a range of malleable media e.g.</p> <p>Ar13 Manipulate materials in a variety of ways e.g. rolling, kneading and shaping clay</p>	<p>To be able to look at a range of sculptures made from different materials</p> <p>To be able to discuss the use of some sculptures e.g. vase for flowers and the material used to make it</p> <p>To be able to mould clay into a smooth ball and push it down to make a hollow</p> <p>To be able to use forefinger and thumb to develop shape and detail</p> <p>To be able to use basic tools to with malleable media, such as rollers</p> <p>To be able to roll malleable media evenly into either a ball or a sausage shape</p> <p>To be able to knead materials, such as clay, to make them more malleable</p> <p>To be able to shape malleable materials with scissors, by tearing or using specific cutters</p> <p>To be able to manipulate materials for a desired purpose</p>	<p>Cycle A: Celebrations</p> <p>Form: Modelling & Sculpture (Clay)</p>
	<p>Year 2 Skills</p> <p>Ar20 Experiment with, construct and join recycled, natural and man-made materials more confidently</p> <p>Ar29 Manipulate clay for a variety of purposes e.g. thumb pots, simple coil pots and models</p>	<p>To be able to explain what are recycled, natural or man-made materials</p> <p>To be able to discuss and share ideas about the properties of materials for making 3D art</p> <p>To be able to join a range of materials together in a range of ways such as with tape, glue or split pins, thinking about parts that may need to move</p> <p>To be able to manipulate clay into a pot form using thumbs, ensuring the sides of the pot are strong enough to not collapse in on themselves</p> <p>To be able to roll clay into a long 'sausage' shape of even thickness</p> <p>To know that 'slip' is a mixture of clay and water that can be used as a 'glue' to stick clay pieces together</p> <p>To be able to coil the 'sausage' around itself, building up sides and using a simple slip to secure</p>	

Cycle B only: Printing

Printing	<p>Year 1 Skills</p> <p>Ar3 Make marks in print with a variety of objects, including natural and made objects</p> <p>Ar6 Recognise pattern in the environment</p> <p>Ar11 Build a repeating pattern</p>	<p>To know that a pattern is something that repeats</p> <p>To be able to look at how line, shape and colour influence what makes up patterns</p> <p>To be able to look around the school / local area and find patterns</p> <p>To be able to identify repeating patterns</p> <p>To be able to identify natural materials that be used in printing</p> <p>To be able to identify man-made materials that can be used in printing</p> <p>To be able to discuss the different effects using a range of materials for printing can create</p> <p>To know that a repeating pattern is the repetition of lines, shape, tones, colours or textures</p> <p>To be able to find repeating patterns in the classroom and outside in the local environment</p> <p>To be able to identify shapes that work well together to make repeating patterns</p> <p>To able to make a simple template for printing a repeating pattern</p>	<p>Cycle B:</p> <p>Inventions/Toys</p> <p>Colour & Pattern: Printing</p> <p>Featured Art: Orla Kieley, Matisse</p>
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Printing	Year 2 Skills	<p>To be able to identify shapes that work well together to make repeating patterns</p> <p>To be able to make a template for a repeating pattern with more than two repeating shapes, colours or lines etc.</p> <p>To be able to build on printing skills by printing onto fabric</p> <p>To be able to select tools that are suitable for rubbings, such as wax crayons or soft pencils</p> <p>To choose appropriate man-made and natural objects to print with</p>	Cycle B:
	<p>Ar18 Investigate and design patterns of increasing complexity and repetition</p> <p>Ar26 Use a variety of techniques e.g. fabric printing, rubbings. Design patterns of increasing complexity and repetition</p> <p>Ar27 Print using a variety of materials, objects and techniques</p>		<p>Inventions/Toys</p> <p>Colour & Pattern: Printing</p> <p>Featured Art: Orla Kieley, Matisse</p>

Lower Key Stage 2

National Curriculum:

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)
 - to know about great artists, architects and designers in history

Cycle A and B: Working like an Artist

Working like an Artist	Year 3 Skills	<p>To be able to use skills from computing to research artists, architects and designers</p> <p>To know that some malleable materials can be reformed and changed, such a clay</p> <p>To be able to select an idea they like above other ideas</p> <p>To be able to build on an initial idea with more detailed sketches, with annotations</p> <p>To be able to make small models of their ideas before deciding upon a 'best' one</p>
	<p>Ar35 Find out about artists, architects and designers</p> <p>Ar40 Plan, refine and alter their work as necessary</p> <p>Ar48 Design and create images and artefacts in responses to their personal ideas</p>	
	Year 4 Skills	<p>To be able to use skills from computing to research artists, architects and designers</p> <p>To be able to discuss the potential uses of, or purpose for an image or artefact before beginning to make it</p> <p>To be able to regularly refer back to the task or objective given to ensure clear focus</p> <p>To be able to regularly refer back to a design to inform the creation of a product</p>
	<p>Ar54 Find out about artists, architects and designers</p> <p>Ar69 Design and create images and artefacts for clearly defined purposes</p>	

Cycle A and B: Drawing, Painting & Printing

Painting	Year 3 Skills	<p>To be able to choose brush strokes such as long and short strokes that are suitable to what they are painting</p> <p>To become familiar with different painting techniques, such as stippling or pointillism</p> <p>To know that layering with thicker and watered-down paints develops texture</p> <p>To be able to independently choose brushes that are suited to the task</p> <p>To be able to change brushes during a painting task to suit different parts of a picture</p> <p>To know that secondary colours are colour resulting from the mixing of two primary colours</p> <p>To be able to take small amounts of paint when mixing initially to start to build up the secondary colour required</p> <p>To know the importance of keeping brushes separate and well-cleaned between mixing and using colours</p>	Cycle A:
	<p>Ar31 Experiment with different effects and textures e.g. blocking in colour, colour washes, thickened paint etc.</p> <p>Ar41 Work confidently on a range of scales e.g. thin brush on small picture etc</p> <p>Ar42 Mix a variety of colours and know which primary colours make secondary colours</p>		<p>Under the Canopy</p> <p>Colour & Shape: Painting</p> <p>Featured Art: Rousseau</p>

	<p>Year 4 Skills</p> <p>Ar50 Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</p> <p>Ar61 Make and match colours with increasing accuracy</p> <p>Ar62 Use more specific colour language e.g. tint, tone, shade, hue</p>	<p>To be able to do some preliminary sketches and small areas of painting as a draft to try out new techniques or ideas</p> <p>To be able to select brushes and paints with some independence and thought, according to the chosen style of painting</p> <p>To start to be able to use minor mistakes and failed experimentation as catalysts for new ideas</p> <p>To be able to confidently name primary and secondary colours and know how to mix secondary colours</p> <p>To be able to add white or black to colours in small amounts to change the tint or shade</p> <p>To be able to think of ways colours can be adjusted if too much of one colour or grey shade (white or black) is added</p> <p>To know that a tint is created by mixing colour with white to make it lighter</p> <p>To know that shade is created by mixing a colour with black to make it darker</p> <p>To know that a tone is used to describe how light or dark a colour is</p> <p>To know that hue is another term for a pure colour e.g. the colours olive, lime, sage and emerald all have a green hue, where green is the dominant colour</p>	<p>Cycle B: Cry Freedom</p> <p>Colour & Shape: Painting Featured Art: Richard Hamilton, Freida Kharlo</p>
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Drawing	<p>Year 3 Skills</p> <p>Ar30 Experiment with different grades of pencil and other implements</p> <p>Ar36 Use their sketchbook to observe, collect and record visual information from different sources</p> <p>Ar38 Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Ar39 Draw independently for a sustained period of time</p> <p>Ar41 Work confidently on a range of scales e.g. thin brush on small picture etc</p> <p>Ar48 Design and create images and artefacts in responses to their personal ideas</p>	<p>To know that pencils make marks using graphite lead</p> <p>To know that pencil leads are graded from hard to soft, using codes e.g. 2B</p> <p>To know that B leads are softer and H leads are harder</p> <p>To be able to compare drawings created using different pencils</p> <p>To be able to compare drawing with pencils against other mediums, such as charcoal, identifying the different effects they produce</p> <p>To be able to look closely at objects before starting to sketch</p> <p>To remember to look up often at the objects they are drawing to ensure a true likeness</p> <p>To know that the whole object doesn't need to be sketched but selected areas can be focused on</p> <p>To be able to use photos or video stills as well as physical objects when sketching</p> <p>To know that tone refers to the lightness or darkness of a colour</p> <p>To be able to select from pencils, pastels, pens, chalks and charcoals as drawing mediums to achieve desired effects</p> <p>To be able to consider which mediums are best for a given task</p> <p>To be able to use a combination of mediums to achieve a desired effect</p> <p>To be able to work on one sketch for a period of time, adding to it or making edits</p>	<p>Cycle A: Our Community</p> <p>Shape & Line: Drawing Featured Art: Hockney, Lowry (Landscapes)</p>
	<p>Year 4 Skills</p> <p>Ar49 Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media</p> <p>Ar55 Use research to inspire drawings from memory and imagination</p> <p>Ar59 Make informed choices in drawing including use of paper and media</p> <p>Ar60 Collect images and information independently in a sketchbook</p> <p>Ar50 Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</p>	<p>To know that lines are used to create pattern, shape and texture in drawings</p> <p>To be able to experiment with different types of lines in order to build up a picture</p> <p>To be able to observe works of art that use various types of line, such as Van Gogh landscapes</p> <p>To be able to take or use photographs of objects to refer back to when drawing</p> <p>To use images from the past to inform ideas</p> <p>To be able to reference the ideas and designs of others that have inspired an imaginative drawing</p> <p>To know the different characteristics of drawing materials e.g. charcoals and pastels will smudge whereas standard HB pencils won't</p> <p>To understand the different characteristics of paper types e.g. tracing paper, sugar paper etc.</p> <p>To know that sketchbooks can be used to collect ideas and they do not need to be neat and tidy for all work</p> <p>To be able to sketch ideas into a sketchbook with some simple notes and annotations to act as reminders</p> <p>To be able to use sketchbooks as an archive for work and start to refer back to ideas from previous learning to help with current tasks</p>	<p>Cycle B: True Crime & Punishment</p> <p>Shape & Line: Drawing</p>

Printing	<p>Year 3 Skills</p> <p>Ar32 Explore pattern and shape, creating design for printing</p> <p>Ar37 Observe and discuss the processes used to produce a simple print</p> <p>Ar43 Print using a variety of materials, objects and techniques including layering</p>	<p>To understand that marks made in a printing template e.g. polystyrene tile need to be made deeply and clearly</p> <p>To know that patterns should not be too complicated on a small stencil to ensure a clear print</p> <p>To be able to discuss the process used when printing e.g. using polystyrene printing tiles, marking out a pattern and rolling with ink before pressing onto paper</p> <p>To be able to share their favourite aspects of their print as well as thing they could have made clearer or have better detail</p> <p>To know that multi-layering is a printing technique</p> <p>To know that paint must be left to dry thoroughly before printing the next layer</p>	<p>Cycle B</p> <p>Colour & Pattern: Printing (Tiles/multi layering)</p> <p>Featured Art: Traditional African Textiles</p>
	<p>Year 4 Skills</p> <p>Ar52 Explore resist printing including marbling and silkscreen</p> <p>Ar64 Select broadly the kinds of material to print with in order to achieve the desired effect</p>	<p>To know that marbling is a method of decorating paper to make it look similar to the rock, marble, by using ink suspended in a thickened liquid</p> <p>To know that silkscreen printing is the process of pressing ink through a silk sheet underneath a stencil and onto fabric or paper</p> <p>To be able to use marbling and silkscreen inks safely and understand that inks can stain</p> <p>To understand the relationship between materials used for print and the outcome achieved</p>	<p>Cycle A</p> <p>Texture: Printing (Marbling, silkscreen)</p> <p>Featured Art: Suminagashi – Japanese marbling art</p>

Cycle A only: Modelling & Sculpture

Modelling & Sculpture	<p>Year 3 Skills</p> <p>Ar34 Research, plan, design and make models</p> <p>Ar45 Work with a degree of independence</p> <p>Ar46 Construct a simple clay base for extending and modelling other shapes</p> <p>Ar47 Make a simple papier mache object</p>	<p>To be able to use transferable research skills to find what they are looking for</p> <p>To be able to sketch some ideas and plans before embarking on the making process</p> <p>To be able to use their designs to complete the final model</p> <p>To be able to keep workspaces relatively tidy and clean</p> <p>To be able to show responsibility in setting up, working on task and clearing away</p> <p>To be able to share tools and materials with others sensibly</p> <p>To be able to select a suitable amount of clay and water for slip</p> <p>To be able to roll and press out a desired shape for a base, using a guide to ensure even thickness</p> <p>To understand that a good, firm base will help with building stronger sculptures</p> <p>To know that papier mache is a technique for modelling 3D objects and is made using a mixture of paper and a 'glue with water' solution</p> <p>To be able to follow instructions for making papier mache</p> <p>To be able to form the papier mache mixture into the desired shape</p> <p>To be able to paint and decorate the object once it has dried completely</p> <p>To be able to select an idea they like above other ideas</p> <p>To be able to build on an initial idea with more detailed sketches, with annotations</p> <p>To be able to make small models of their ideas before deciding upon a 'best' one</p>	<p>Cycle A:</p> <p>Athens vs Sparta</p> <p>Form: 3D & Sculpture (Clay & papier mache)</p> <p>Featured Art: Henry Moore/Gormley/ Sculpture Park</p>
	<p>Year 4 Skills</p> <p>Ar58 Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed</p> <p>Ar68 Talk about their work, understanding that it has been sculpted, modelled or constructed</p>	<p>To be able to use vocabulary that refers to sculpting, modelling and construction</p> <p>To be able to use vocabulary that refers to the use of clay such as slip, base, roll, mould</p> <p>To be able to give constructive feedback, especially when discussing aspects that are not to their own personal taste</p> <p>To consider ways in which someone else may suggest they can improve their work</p> <p>To be able to reflect honestly on their work, especially when identifying challenging aspects or outcomes that did not meet expectations</p> <p>To know that shape is defined as the form of an object or its outline and that everything we see in the world has a shape</p> <p>To know that space is an empty area or place and that spaces in sculpting can refer to areas that can be filled or where items can be put e.g. the space inside a clay pot</p> <p>To know that form is another word for a structure or shape</p> <p>To be able to use shapes and spaces to create forms in sculpting</p> <p>To know that sculpture is the art of making statues or models by carving, chiselling or moulding</p> <p>To know that modelling can be used as a guide before making a sculpture or object as full size</p> <p>To know that construction is the act or process of building</p> <p>To use pieces of sculpture to construct a completed model, such as putting together a number of rolled 'worm-like' pieces together to build up a clay pot</p>	

Cycle B only: Textiles & Collage

Textiles & Collage	<p>Year 3 Skills</p> <p>Ar33 Experiment with a range of media e.g. overlapping, layering etc. Ar44 Use a variety of techniques e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining</p>	<p>To be able to discuss the qualities of different fabrics To be able to use a cutting template to measure against fabrics with accuracy To know that contrasting colours are colours from different halves of the colour wheel, such as red and blue To be able to select fabrics of contrasting colours To know that quilting is the process of stitching together multiple pieces (usually square) of fabric to form a larger piece known as a quilt To know that weaving is to pass threads or strips of fabric over and under one another To be able to select suitable materials for weaving e.g. satin is very slippery and doesn't weave well with other slippery fabrics To know that embroidery is the art of sewing designs onto cloth To know that applique is the process of cutting out shapes from one type of material and applying them to another piece of fabric To be able to start to thread a needle with supervision</p>	<p>Cycle B: Saxon King</p> <p>Pattern: Collage & Textiles</p>
	<p>Year 4 Skills</p> <p>Ar57 Match the correct tool to the material Ar65 Choose collage textiles as a mean of extending work already achieved</p>	<p>To know that some fabrics need sharper scissors, such as fabric scissors, for cutting To be able to use appropriate glues, as well as stitching, to attach two or more fabrics together To show an awareness of the potential of the uses of some materials To know how to refine and alter ideas and explain choices when extending their work To be able to analyse their work in order to adapt, extend and justify the changes</p>	

Upper Key Stage 2

<p><i>National Curriculum:</i> Pupils should be taught:</p> <ul style="list-style-type: none"> • 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) to know about great artists, architects and designers in history

Cycle A and B: Working like an Artist

Working like an Artist	<p>Year 5 Skills</p> <p>Ar75 Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes Ar86 Design and create image and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials</p>	<p>To be able to articulate what they like about their own work and that of others To be able to offer constructive feedback such as "I like...but I think... could have been improved because..." To be able to think back to the initial brief and idea at several stages of the sketch, design and make processes To be able to share clear intentions of their images and artefacts with an adult before starting the project To be able to select materials and tools with purpose and be selective over their choices i.e. not take everything because they <i>might</i> need it To be able to discuss how their work can be made personal to them and develop their own personal approach</p>
	<p>Year 6 Skills</p> <p>Ar91 Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities Ar93 Analyse and comment on ideas and methods</p>	<p>To be able to use research skills to find out about notable artists To be able to make notes, sketches and annotations, sometimes all together to show their research To be able to share their thoughts on work by both artists in a constructive way To be able to ask questions regarding the art styles and techniques that are being studied To be able to hold discussions, share ideas and listen to the opinions of others when discussing art and artistic methods</p>

Cycle A and B: Drawing, Painting & Textiles & Collage

Drawing	<p>Year 5 Skills</p> <p>Ar70 Research and use a variety of source material for their work</p> <p>Ar71 Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape</p> <p>Ar73 Work in a sustained and independent way from observation, experience and imagination</p>	<p>To use other artists' work as inspiration for their own</p> <p>To know that tone refers to how light or dark a colour or shade is</p> <p>To be able to experiment with lines to create more complex patterns and shapes</p> <p>To be able to manipulate lines with smudging (if using charcoal, for example) or cross-hatching to create texture</p> <p>To know that art sources come from observation, experience and imagination</p> <p>To recognise the difference between drawing from observation, experience and imagination</p> <p>To know that observational drawings are those done from looking at a physical object or scene at the current time</p> <p>To know that experiential drawings are those done of things that the pupils have knowledge of but they can't actually see at the time of drawing</p> <p>To know that imaginative drawings are those that are done of things that are made up in their imagination</p> <p>To be able to combine all three sources into one image</p>	<p>Cycle A: Local Geography</p> <p>Form: Drawing Featured Art: O'Keefe</p>
	<p>Year 6 Skills</p> <p>Ar87 Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Ar92 Identify artists who have worked in a similar way to their own work</p> <p>Ar94 Demonstrate a wide variety of ways to make different marks with dry and wet media</p> <p>Ar95 Develop ideas using different or mixed media, using a sketchbook</p>	<p>To be able to use all, or a combination of, the elements effectively in their artwork</p> <p>To be able to focus on one colour (green) and experiment with how lines, patterns and textures can change perspective and shading</p> <p>To be able to recognise differences between each element and begin to understand the importance of each in drawing and sketching</p> <p>To know that dry media are materials such as pencil, chalk and charcoal</p> <p>To know that wet media includes pens and ink</p> <p>To be able to use wet and dry media in sketchbooks</p> <p>To be able to select materials to stick into sketchbooks to enhance ideas, especially when planning with textiles or collage</p>	<p>Cycle B: Global Warming</p> <p>Line, Shape & Form: Drawing</p> <p>Featured Art: Stephen Wiltshire</p>

Painting	<p>Year 5 Skills</p> <p>Ar72 Work on preliminary studies to test media and materials. Investigate, explore and record information to generate imaginative ideas</p> <p>Ar77 Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>Ar78 Create imaginative work from a variety of sources</p>	<p>To be able to experiment with different paint types such as watercolours, poster, powder and acrylic and be able to discuss the suitability and possible disadvantages of each paint type</p> <p>To know that paint does not have to always be applied to paper and share ideas of other materials that could be used such as fabric, cardboard, sandpaper etc.</p> <p>To be able to experiment with various brushstrokes and techniques previously learnt to generate a range of textures and visual effects</p> <p>To be able to confidently select primary colours to mix together to make secondary colours</p> <p>To know that warm colours are generally red through to yellow and cold colours are blues and greens</p> <p>To know that complementary colours are colours that are directly opposite each other on a colour wheel and, when placed next to each other, produce the greatest contrast</p> <p>To know that the term 'contrasting colours' can mean the same as complementary colours</p> <p>To be able to show a transference of skills in drawing from different sources such as experience, observation and imagination into painting</p> <p>To be able to share where inspiration for work has come from</p>	<p>Cycle B: Come Fly with Me America Pattern: Painting Featured Art: Native American Pop Art (Lichtenstein, Warhol)</p>
	<p>Year 6 Skills</p> <p>Ar88 Carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Ar89 Work from a variety of sources, including some researched independently</p> <p>Ar97 Choose appropriate paint, paper and implements to adapt and extend their work</p> <p>Ar98 Create shades and tints using black and white</p> <p>Ar99 Show an awareness of how paintings are created</p>	<p>To understand the importance of preliminary studies in guiding ideas before starting the main piece of artwork</p> <p>To be able to consider the colour palette before starting painting or colouring so that considered choices are made</p> <p>To recall and knowledgeably mix primary colours to make secondary and to add white or black to made shades and tints</p> <p>To be able to experiment with different paint types such as watercolours, poster, powder and acrylic and be able to discuss some of the suitability and disadvantages of each paint type</p> <p>To know that paint does not have to always be applied to paper and share ideas of other materials that could be used such as fabric, cardboard, sandpaper etc.</p> <p>To be able to choose paints and surface types, based on experimentation, that would work best for the assigned task</p> <p>To know that black makes shades</p> <p>To know that white makes tints</p> <p>To know that paintings require studies and sketches before being started as a complete work</p> <p>To know that artists look at the work of others and the world around them to inspire their own work</p> <p>To be able to use studies and sketches before starting their own final piece</p>	<p>Cycle A: In Your Element</p> <p>Line & Colour: Painting Featured Art: Hokusai</p>

Textiles & Collage	<p>Year 5 Skills</p> <p>Ar82 Join fabrics in different ways, including stitching</p>	<p>To be able to follow instructions on threading a needle and have a go independently</p> <p>To have a go at stitching two pieces of fabric together before assessing their levels of success</p> <p>To be able to attach a button to a piece of fabric</p> <p>To be aware that some of these skills require patience and practice is needed</p> <p>To be able to transfer skills during practice a larger make e.g. making a fabric poppy</p>	<p>Cycle B</p> <p>Wars of the Worlds</p> <p>Cycle A:</p> <p>I Have a Dream</p> <p>Pattern & Form: Collage & Textiles Weaving (dream catchers)</p>
	<p>Year 6 Skills</p> <p>Ar102 Show awareness of the potential of the uses of materials</p> <p>Ar103 Use different techniques, colours and texture when designing and making pieces of work</p>	<p>To know that hard wearing fabrics such as canvas, denim or corduroy are useful for making bags</p> <p>To know that some fabrics can fray, and they will need to secure the edges, so this does not happen</p> <p>To be able to say how some materials are made, such a cotton</p> <p>To be able to recall and use skills taught across each year, such as stitching two pieces together or attaching buttons</p> <p>To be able to select materials that complement each other</p>	<p>Cycle A:</p> <p>STEM - Textiles</p>

Cycle A: Modelling & Sculpture			
Modelling & Sculpture	<p>Year 5 Skills</p> <p>Ar85 3-D Form - Plan a sculpture through drawing and other preparatory work</p>	<p>To be able to use images of Roman mosaics to inspire design ideas</p> <p>To be able to make preparatory sketches of ideas, with notes to support making process</p> <p>To be able to collect materials and tools selectively and share materials with others</p>	<p>Cycle A</p> <p>You're Not Invited</p> <p>Form: Modelling & Sculpture (Clay & Mosaic)</p>
	<p>Year 6 Skills</p> <p>Ar84 3-D Form - Use recycled, natural and man-made materials to create sculpture</p> <p>Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials</p> <p>Ar90 Explore further the use of clay e.g. slabs, coils, slips etc.</p> <p>Ar93 Analyse and comment on ideas and methods</p> <p>Ar104 Create sculpture and constructions with increasing independence</p>	<p>To be able to select materials and tools with purpose and be selective over their choices i.e. not take everything because they <i>might</i> need it</p> <p>To be able to discuss how their work can be made personal to them and develop their own personal approach</p> <p>To be able to recall how to make slip and use to join two pieces of clay together</p> <p>To be able to use crosshatching on a clay slab to make surfaces more adhesive when slip is applied</p> <p>To be able to roll out clay using guides to ensure an equal thickness</p> <p>To be able to cut out clay pieces to make even sides and join with slip</p> <p>To be able to use clay modelling skills with increasing independence to make slab pots with different base shapes</p>	<p>Featured Art: Barbara Hepworth/ Augusta Savage</p>

Cycle A: Printing

Printing	<p>Year 5 Skills</p> <p>Ar74 Become familiar with new techniques e.g. the use of poly-block, relief, mono and resist printing Ar79 Choose the printing method appropriate to the task Ar80 Build up layers and colours / textures Ar81 Organise their work in terms of pattern, repetition, symmetry or random printing styles</p>	<p>To be able to recall skills in using polyblock printing from previous learning To know that relief printing is where ink is applied to the raised surface of a printing block and is then pressed onto paper or fabric To know that mono printing is a form of printing where the image can only be made once To know that resist printing uses materials such as wax or chemicals to resist the ink in certain areas so that patterns can be formed To be able to confidently use skills developed in previous years such as using polystyrene tiles to create a simple patterned print To independently use known methods, but then also consider ways in which they can be developed e.g. multi-layered printing To be able to use stencils to hide or ink specific parts of a design so two or more colours can be added to one print To be able to make stencils that are suitable for the task e.g. not too delicate or flimsy To be secure in understanding that symmetry refers to shapes being reflected exactly To be able to show thought and consideration to outcomes before printing</p>	<p>Cycle A: Been Around the World</p> <p>Line & Pattern: Printing</p> <p>Featured Art: Banksy, Keith Haring (Graffiti Art)</p>
	<p>Year 6 Skills</p> <p>Ar100 Describe varied techniques Ar101 Show confidence in printing on paper and fabric</p>	<p>To be able to talk about the processes of relief or poly-block printing as well as resist techniques To have some familiarity with other printing techniques such as silkscreen To know that the surface of a material affects how quickly the ink dries To know that porous means a material that has many small holes, so liquid (such as ink) passes through slowly To know that many kinds of paper and fabric are porous</p>	