

- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.
- Annotate work in sketchbook.
- Use the sketch book to reinforce skills taught in previous years and strengthen technique.
- To produce a clay over wire armature to represent our school motto -'Bight, Successful and Proud'. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.
- Recognise sculptural forms in the environment: Furniture,
- buildings. Use language appropriate to skill and technique.
- Explore a range of great Artists designers in history. Discuss their work as well as their own expressing thoughts and feelings explaining their views.

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- To know that works of art can be significant for many reasons.
- For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.
- To recognise the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
- Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.
- Draw for a sustained period of time over a number of sessions working on one piece.
- Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
- Develop their own style using tonal contrast and mixed media.
- Have opportunities to develop further simple perspectives in their work using a single focal point
- and horizon. Develop an awareness of composition, scale and proportion in their pictures.
- Work in a sustained and independent way to develop their own style of painting.
- This style may be through the development of: colour, tone and shade.
- Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
- To show a greater awareness of perspective when painting.
- Develop an awareness of composition, scale and proportion in their paintings.
- Demonstrate experience in a range of printmaking techniques.
- Describe techniques and processes.
- Adapt their work according to their views and describe how they might develop it further.
- Develop their own style using tonal contrast and mixed media.
- To know that materials have different gualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.
- Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
- Consider the use of colour for mood, feelings and atmosphere.



- Show experience in combining pinch, slabbing and coiling to produce end pieces. (Making a Canopic jar.)
- Develop understanding of different ways of finishing work: glaze, paint, polish
- Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.
- Use language appropriate to skill and technique.

Year 5

Have an opportunity to explore modern and traditional artists

their 'ice art' thinking about colour intensity, angle of photo.

Combine a selection of images using digital technology considering

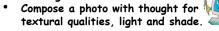
using ICT and other resources.

colour, size and rotation.

Use digital software to help enhance

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Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.





- Explore a range of great artists and designers in history.
- Compare the style of different styles and approaches.
- Discuss and review their own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- To learn that there were a number of artistic
  - movements including Expressionism, Realism, Pop Art, Renaissance and Abstract. Investigate and discuss artwork of an artistic movement.



- Work in a sustained and independent way to create a detailed drawing.
- Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.
- Begin to develop an awareness of composition, scale and proportion in their paintinas.
- Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills.
- Use sketchbooks. Keep notes which consider how a piece of work may be developed further
- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours.
- Adapt work and when necessary and explain why.
- Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- Mix and match colours to create atmosphere and light effects.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Start to develop their own style using tonal contrast and mixed n
- To continue to develop an awareness of perspective when painting.
  - To use visual elements including line, light, shape, colour, pattern, tone, space and form.
  - Describe and discuss how different artists and cultur have used a range of visual elements in their work.
  - Use tools in a safe way.
  - Continue to gain experience in overlapping colours.
  - Start to overlay prints with other media.
  - Show experience in a range of monoprint techniques.

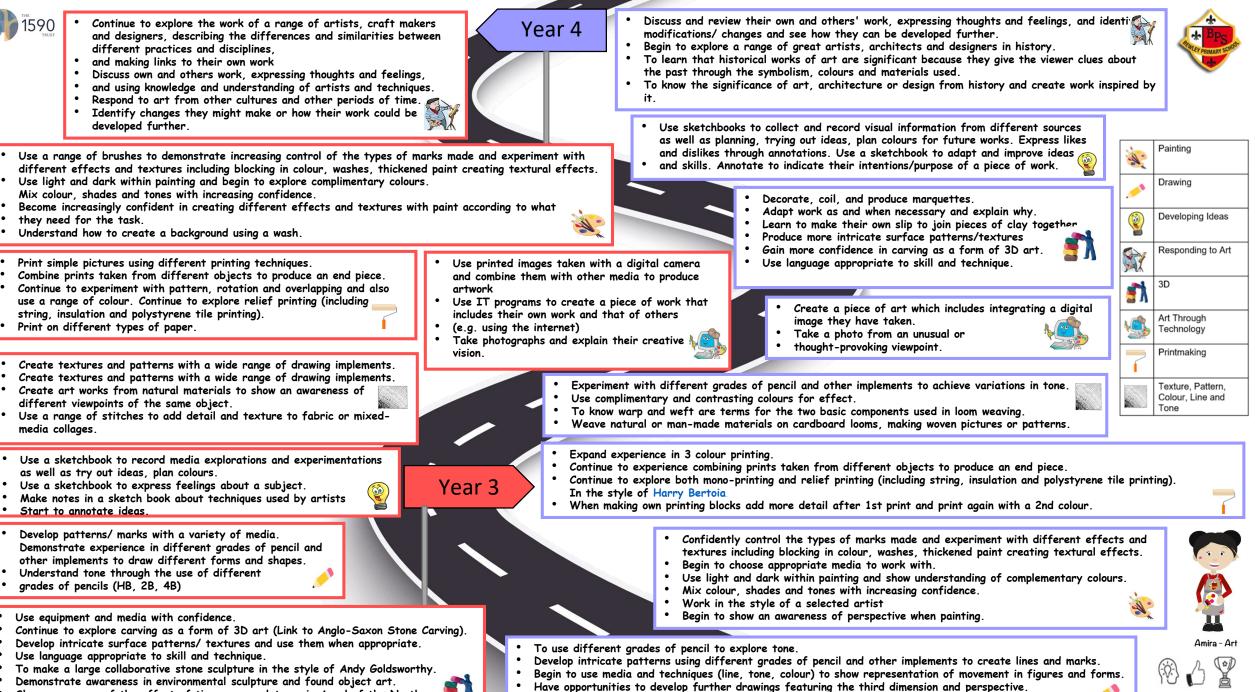
Painting Drawing **E Developing Ideas** Responding to Art **5**) 3D Art Through Technology Printmaking

Texture, Pattern,

Colour, Line and

Tone





Show awareness of the effect of time upon sculptures ie Angel of the North.

Include in their drawing a range of techniques and begin to understand why they best suit.

Bright, Proud, Succes

- - Use equipment and media with increasing confidence. Use clay and other malleable material to create an imaginary or realistic form - e.g. clay pot, figure, structure etc. 5
  - To learn to join clay pieces together.
- Continue to explore the work of a range of artists, craft makers and continue to explore the work of a range of artists, craft makers and continue the differences and continue the difference similarities and making links to their own work.
- Express thoughts and feelings about a piece of art.
- Reflect and explain the successes and challenges in a piece of art created.
- Explain how a piece of art makes them feel link to emotions.
- To produce a piece of art inspired by a famous artist.
- Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.
- Understand how to make tints using white and tones by adding black to make darker and lighter shades.
- Build confidence in mixing colour shades and tones.
- Be able to mix all the secondary colours using primary colours confidently.
- Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.
- Painting in the style of given artists Van Gogh and Martin Wiscombe who painted on wood to cause a retro older effect.
- Continue to investigate tone by drawing light/dark lines, light/dark patter light/dark shapes using a pencil. Draw lines/marks from observations.
- Demonstrate control over the types of marks made with a range of media such as cravons, pastels, felt tips, charcoal, pen, chalk,

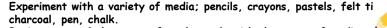
Understand how to use 'zoom' to show an object in detail - e.g. using a viewfinder to focus on a specific part of an artefact before drawing it.

- Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Use equipment and media correctly and be able to produce a clean printed image.
- Make simple marks on rollers and printing palettes.
- Take simple prints i.e. mono printing. Experiment with overprinting motifs and colour.
- Investigate textures and produce an expanding range of patterns.
- Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)
- Express links between colour and emotion.

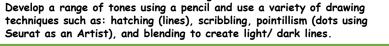
Use a sketchbook to plan and develop simple ideas.

Build information on colour mixing, the colour wheel and colour spectrums.

- Continue to explore and experiment with a variety of malleable media.
- To manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- Continue to impress and apply simple decoration techniques, including painting.
  - Use tools and equipment safely and in the correct way.



- Begin to control the types of marks made with the range of media.
- Draw on different surfaces with a range of media.



Start to record simple media 60 explorations in a sketchbook.

Take a self-portrait or a photograph.

Use a simple computer paint program

4 Drawing -Developing Ideas Ŷ Responding to Art **5**1 3D Art Through Technology

Printmaking

Tone

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Texture, Pattern,

Colour, Line and

Painting

- Look at and talk about their own work and that of other artists and the techniques they have used expressing their likes and dislikes.
- Explore 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.
- Experiment with paint media using a range of tools, e.g. different brush sizes, hands, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white (using water or less paint).
- Begin to show control over the types of marks made.

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Year 1

Year 2

- Paint on different surfaces with a range of media. Name the primary colours and start to mix a 🔌 range of secondary colours, moving towards predicting resulting colours.
  - Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge etc.
  - Use equipment and media correctly and be able to produce a clean printed image.
  - Explore printing in relief: e.g. String and card.
  - Begin to identify forms of printing. Use printmaking to create a repeating pattern.(Orla Kieley)

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- art. Use printmaking to create a repeating pattern. (Kusama) 🏼

Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin

to understand how colours can link to moods and feelings in





- to create a picture



- Look and talk about what they have produced, describing simple techniques and media used.
- Start to be introduced to various artists/designers and look at their works sharing their likes and dislikes.

Enjoy using various tools such as; fingers, hands, chalk, pens and pencils.



Draw on different surfaces and coloured paper.

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- Produce lines of different thickness and tone using a pencil.
- ٠ Start to produce different patterns and textures from observations, imagination and illustrations.
- Begin to indicate facial expressions in drawings.



Painting

Drawing

**Developing Ideas** 

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- Enjoy using a variety of malleable media such as clay, salt dough.
- Impress and apply simple decoration.
- Cut shapes using scissors and other modelling tools. ٠ Build a construction/ sculpture using a variety of objects e.g. junk modelling, natural and manmade materials.

Drawing simple representations of people, objects using a simple computer program.

Look and talk about what they have produced,

describing simple techniques and media used.

	Responding to Art
<b>1</b>	3D
	Art Through Technology
7	Printmaking
	Texture, Pattern, Colour, Line and Tone

- Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.
- Recognise and name the primary colours being used.
- Mix and match colours to different artefacts and objects.
- Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper, foil, tyres etc.



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- Enjoy taking rubbings: leaf, brick, bark. Simple pictures by printing from objects such as manmade
- and natural materials. Develop simple patterns by using objects.
- Enjoy using stencils to create a picture.
- Hand, finger and foot printing.
- Printing with a variety of hard and soft materials, natural and manmade. impressed printing (drawing into paint) using combs, scrapers, forks cars etc.

- Enjoy playing with and using a variety of textiles and fabric.
- Decorate a piece of fabric.
- Show experience in simple weaving: paper,ribbons, twigs.
- Show experience in fabric collage.
- Use appropriate language to describe colours, media, equipment and textures.