



St Charles' Primary School

Art Curriculum

Substantive Knowledge drivers – Artists Covered

Key: Modern Historic Cultural/diverse

	Autumn 1	Spring 1	Summer 1
Year 1	<p>Collage and Textiles Andrew Goldsworthy, Mondrian</p> <p>TOP: Claude Joseph Vernet</p>	<p>Printing Richard Long</p>	<p>Painting Giuseppe Arcimboldo</p>
Year 2	<p>Sculpture Antony Gormley, Marc Quinn, Jean Arp</p> <p>TOP: Claude Joseph Vernet</p>	<p>Drawing Frida Kahlo</p>	<p>Painting Jackson Pollock</p>
Year 3	<p>Drawing and Painting Pablo Picasso</p> <p>TOP: Claude Joseph Vernet</p>	<p>Printing William Morris, Escher</p>	<p>Digital Art Charlie Waite, Cindy Sherman</p>
Year 4	<p>Drawing and Painting David Hockney</p> <p>TOP: Claude Joseph Vernet</p>	<p>Collage and Textiles Xenobia Bailey, Bisa Butler</p>	<p>Sculpture – Clay Henry Moore</p>
Year 5	<p>Sculpture Filthy Luker</p> <p>TOP: Claude Joseph Vernet</p>	<p>Drawing and Painting Paul Klee</p>	<p>Collage and Textiles Andy Warhol</p>
Year 6	<p>Sculpture – Modroc George Segal, Louise Bourgeois</p> <p>TOP: Claude Joseph Vernet</p>	<p>Drawing and Painting LS Lowry</p>	<p>Digital Art Yung Jake</p>

Making Skills

		Progression of Skills						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Skills	Drawing	Uses drawing tools to make marks, lines and curves. Draw accurate representations of people and objects.	Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
	Painting	Explore painting tools and techniques, experimenting with colour.	Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
	Craft, design. Materials and techniques	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when	Learn a range of materials and techniques such as clay, sketching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms

		role playing characters in narratives and stories.						
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Generating Ideas	Sketchbooks	Progression of Skills						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook

	Creating original artwork	Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Uses drawing tools to make marks, lines and curves. Draw accurate representations of people and objects.	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.
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Formal Elements		Progression of Skills						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Colour	To recognise and name different colours. Understand that when colours are mixed, new colours are created. To select and create different colours.	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.	Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.

	Form	Provide children with opportunities to develop their enquiries using materials and tools over extended periods of time.	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials	express and articulate a personal message through sculpture. Analyse and study artists' use of form.
	Line	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits	Express and describe organic and geometric forms through different types of line.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
	Pattern	Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience	Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.

	Shape	Uses 3D and 2D structures to explore materials and/or to express ideas Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
	Texture	Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).	Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work.	Analyse and describe texture within artists' work.	Using texture within drawings to show careful observation and understanding of illustrating different surfaces.	explore art through a range of different textural mediums.
	Tone	Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).	Understand what tone is and how to apply this to their own work.	experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.	use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.

National Curriculum Objectives

<p>Early Learning Goal - Expressive Arts and Design Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	<p>KS1 National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products;</p> <ul style="list-style-type: none"> • 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>KS2 National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <p>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;</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 [for example, pencil, charcoal, paint, clay]; • about great artists, architects and designers in history.
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The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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.

Ongoing: Exploring and developing ideas

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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 develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<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. 	<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. 	<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. 	<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. 	<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.

Ongoing: Developing and evaluating work

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook 	<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. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<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. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<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. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<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. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.

Drawing

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> •Enjoy using a variety of media. •Use and begin to control a range of media. •Draw on different surfaces and coloured paper. •Produce lines of different thickness and tone using a pencil. •Start to produce different patterns and textures from observations, imagination and illustrations. 	<ul style="list-style-type: none"> •Experiment with a variety of media. •Begin to control the types of marks made with the range of media. •Draw on different surfaces. •Start to record simple media explorations in a sketch book. •Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. •Investigate textures by describing, naming, rubbing, copying. •Produce an expanding range of patterns and textures. 	<ul style="list-style-type: none"> •Begin to control the types marks made with the range of media. •Control the types of marks made with the range of media. •Draw on different surfaces with a range of media. •Use a sketchbook to plan and develop simple ideas. •Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. •Name, match and draw lines/marks from observations. •Continue to investigate textures and produce an expanding range of patterns. 	<ul style="list-style-type: none"> •Developing intricate patterns/ marks with a variety of media. •Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. •Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. •Begin to show an awareness of objects having a third dimension and perspective. •Create textures and patterns with a wide range of drawing implements. 	<ul style="list-style-type: none"> •Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone, understanding why they best suit. •Draw for a sustained period of time at an appropriate level. •Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. •Have opportunities to develop further drawings featuring the third dimension and perspective. 	<ul style="list-style-type: none"> •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. •Use sketchbooks to collect, record and plan for future works. •Start to develop their own style using tonal contrast and mixed media. •Develop further simple perspective in using a single focal point and horizon. •Begin to develop an awareness of composition, scale and proportion in their paintings. •Use drawing techniques to work from a variety of sources including observation, photographs and digital images. •Develop close observation skills using a variety of view finders. 	<ul style="list-style-type: none"> •Draw for a sustained period of time over a number of sessions working on one piece. •Develop their own style of drawing through: line, tone, pattern, texture. •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. •Use sketchbooks to collect, record and plan for future works. •Adapt their work according to their views and describe how they might develop it further. •Have opportunities to develop further simple perspective in their work using a single focal point and horizon. •Develop an awareness of composition, scale and proportion in their paintings.

Key Knowledge

To know that different media, produce different lines, colours and shapes. To know that pictures are made up of lines and shapes.	To know that drawing can be used as a medium to develop and share ideas. To know about a range of artists.	To know the importance of planning when creating artwork. To know that still life images have light and dark areas (including shadow).	To know that objects have a third dimension. To know that different drawing materials will produce different effects. To know about great artists, architects and designers in history.	To continue to develop understanding of the third dimensions and perspective. To know about great artists, architects and designers in history.	To know about great artists, architects and designers in history. To know about composition, scale and proportion.	To know about great artists, architects and designers in history. To know which techniques will work best for specific purposes.
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What would this knowledge look like?

To describe the shapes and patterns they see. To draw the outline of shapes (or a recognisable attempt).	To describe the differences and similarities between different practices and disciplines, and make links to their own work.	To use sketchbooks to plan and gather ideas. To use light/dark lines, patterns and shapes in own work.	To show height, depth and width in own work. To select the most suitable drawing materials for a desired effect. To talk about the work of artists and make comparisons to own work.	To apply the third dimension and perspective in own work. To talk about the work of artists and make comparisons to own work.	To talk about the work of artists and make comparisons to own work. To apply composition, scale and proportion accurately in own work – including foreground, middle ground and background.	To talk about the work of artists and make comparisons to own work. To apply different techniques for different purposes (e.g. hatching within own work) and explain why they have done this.
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Key Skills

To use drawing to share ideas.	To identify lines and shapes in still life. To use tone.	To sketch lightly to develop ideas (without having to rub out mistakes). To continue to use tone and texture.	To use different grades of pencil for different effects.	To apply shape, tone, texture and line in own work. To use light and dark in drawings.	To use perspective in drawings. To develop close observation skills. To work from a variety of sources. To begin to develop own style using mixed media.	To adapt work when necessary. To work for a sustained and independent way. To use dry and wet media.
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What will these skills look like?

To draw lines of different shapes and thicknesses. To draw with crayons and pencils. Experimenting with a variety of media. Talk about their drawings and what it communicates.	To draw from observation. To draw shapes in between objects (including negative space). To experiment using tone by drawing light/dark lines, patterns and shapes.	To use light sketches in work. To produce an expanding range of patterns to create tone and texture in own work.	To use shading to add interesting effects to drawings, using different grades of pencil.	To experiment with different grades of pencil and other implements to draw different forms and shapes, achieve variations in tone and apply pattern. To show the effect of light on objects and people from different directions	To apply perspective to own work. To use a viewfinder to focus on close observation. To use a variety of sources to create own artwork of the same standard. To use tonal contrast and mixed media in individualised pieces.	To recognise when work might need to be adapted and changing media that could be used. To be able to continue work from a previous session, focusing on details and accuracy of work, adding shading, tone and texture. To apply dry and wet media to make different marks, lines, patterns and shapes
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Vocabulary

Thick, thin, wiggly, straight, curved, long, short, wavy, scribble, zig-zag	Thick, thin, wiggly, straight, diagonal, bold, pattern, line, shape, detail, mirror image, nature, charcoal coloured pencil, drawing pencil, sketching pencil, felt tip pen, marker, hatching, stippling, scribbling, blending, pattern, texture.	Thick, thin, soft, broad, narrow, fine, pattern, line, shape, still-life, vertical, horizontal, tone, comparison, detail, mirror image, nature, charcoal coloured pencil, drawing pencil, sketching pencil, felt tip pen, marker, hatching, stippling, scribbling, blending, pattern, texture.	Frame, position, boundary, label, line, change, improve, practical, impractical, grades, intricate, third dimension, perspective, hatching, cross-hatching stippling, scribbling, blending, pattern, texture, tone, tint, solid, parallel, delicate	Form, texture, tone, weight, pressure, frame, position, boundary, label, line, change, improve, practical, impractical, grades, intricate, third dimension, perspective, hatching, cross-hatching stippling, scribbling, blending, pattern, texture, tint, swift, flowing. continuous	Viewpoint, distance, direction, angle, perspective, bird's-eye view, alter, modify, interior, exterior, subject, viewfinder, shading, tonal contrast, form, texture, tone, weight, intricate pattern, background, middle ground, foreground.	Action, balance, direction, dynamic, imbalance, movement, transition, weight, composition, proportion, viewpoint, distance, direction, alter, modify, interior, exterior, subject, viewfinder, shading, tonal contrast, form, texture, tone, weight, intricate pattern, undulating
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Resources/Equipment

Pencils, pens, crayons, charcoal, pastels, watercolour pencils/paints, paints, paintbrushes, sketch books, paper of different sizes and orientations,

Suggested Visits/Visitors

	The Laing Art Gallery		The Baltic Centre for Contemporary Art		The Biscuit Factory	
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Painting

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> • Explore with a variety of media; different brush sizes and tools •Allow colours to mix on the surface of a painting •Finger painting and mono-printing •Drip and blow paintings •Find collections of colours – different sorts of green, blue, purple etc. •Begin to control the types of marks made with the range of media. •Paint on different surfaces with a range of media. • Start to record simple media explorations in a sketch book. • Experience and use primary colours predominantly, to ensure they know their names •Experiment with mixing colours but no formal teaching of mixing colours to create new colours • Use language to evaluate light/dark 	<ul style="list-style-type: none"> •Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. •Experiment in lightening and darkening using white and black. •Begin to mix colour shades and tones. •Use a sketchbook to plan and develop simple ideas •Begin to introduce mixing colours to create new colours •Continue to control the types of marks made with the range of media. •Use a brush to produce marks appropriate to work. E.g. small brush for small marks. 	<ul style="list-style-type: none"> •Demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textural effects. •Use light and dark within painting and begin to explore complimentary colours. •Begin to name colours by objects (e.g. raspberry pink, sunshine yellow) •Make colour wheels to show primary and secondary colours. •Record colour mixing •Make as many tones of one colour as possible using primary colours and white. •Lighten colours without using white and darken colours without using black •Mix colours to match those of the natural world •Experience using colour on a large scale (A3/ A2/ playground etc.) •Use a sketchbook to record media explorations and experimentations as well as trying out ideas, plan colours and collect source material for future works. 	<ul style="list-style-type: none"> •Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textural effects. •Start to develop a painting from a drawing. •Use light and dark within painting and show understanding of complimentary colours. •Mix colour, shades and tones with increasing confidence. •Extend exploring colour mixing to applying colour mixing •Introduce different types of brushes for specific purposes •Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. •Start to look at working in the style of a selected artist (not copying). •Begin to apply colour using dotting, scratching, splashing to imitate an artist 	<ul style="list-style-type: none"> •Confidently control the types of marks made and experiment with different effects and textures. •Mix and match colours to create atmosphere and light effects. •Mix colour, shades and tones with confidence building on previous knowledge •Mix and match colours to those in a piece of artwork •Work with one colour against a variety of backgrounds •Observe colours on hands and faces and mix flesh colours •Using colour to reflect mood •Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. •Start to develop their own style using tonal contrast and mixed media. •Recognise the art of key artists and begin to place them in key movements or historical events. 	<ul style="list-style-type: none"> •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 including 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. •Consider colour for purposes to express moods and feelings •Use colour theory to create the illusion of distance •Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. •Adapt their work according to their views and describe how they might develop it further. •Annotate work in sketchbook.

Key Knowledge

To know that different sized brushes produce different size lines and shapes. To know that pictures/images are made up of lines and geometric shapes. To know the names of different colours.	To know that mixing colours creates new colours. To know that different sized brushes produce different size lines and shapes.	To know that white lightens colours (tints) To know that black darkens colours (shade). To know that different sized brushes produce different size lines and shapes. To know that primary colours create secondary colours.	To know what colours are complimentary. To understand what the colour wheel shows.	To develop knowledge of colour theory. To know about the work of different artists.	To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. To know how to mix colours accurately using different techniques.	To show an awareness of how paintings are created (composition). To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
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What would this knowledge look like?

To experiment with different sized brushes. To use lines and known geometric shapes to create own pictures.	To mix colours to create other colours. To continue to experiment with different tools to create different effects.	To use white to lighten colours and black to darken colours. To choose the brushes accurately based on desired effects. To create a colour wheel.	To use complimentary colours in own work. To mix colours accurately to make new colours to represent images in the natural and man-made world.	To begin to create mood in own work, using knowledge of colours. To work in the style of different artists.	To apply colour theory in own work. To mix colour, shades and tones with confidence.	To apply composition elements in own work. To use colours to create mood, atmosphere and feeling.
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Key Skills

To use imagination in art. To begin to control the types of marks made.	To use different effects to create texture. To recognise different shades of the same colour.	To accurately mix colours to match desired colour. To continue to develop using texture.	To lighten colours without using white. To darken colours without using black. To use colour on different scales.	To use texture in paintwork. To use drawing as a basis for painting.	To create imaginative work from a variety of sources. To use colour to create atmosphere and light effects.	To choose appropriate paint, paper and implements to adapt and extend their work. To work from a variety of sources, including those researched independently. To adapt work when necessary.
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What will these skills look like?

To paint pictures from imagination. To use different tools to make different size/shape marks.	To use stippling, light and dark to investigate texture. To use different shades of the same colour.	To use primary and secondary colours in own work. To layer paints to create texture.	To use tint and shade in own work without using white or black. To experiment using colour on different scales.	To apply texture using dotting, scratching and splashing. To apply drawing techniques as a foundation and apply paint over this so that the drawing lines are not visible.	To apply a range of techniques from different artists, paintings and other knowledge in own work. To produce work that showcases atmosphere and light effects.	To self-select the paint, paper and other tools when painting. To apply a range of techniques from different artists, paintings and other knowledge in own work. To recognise when work should be adapted and discuss/evaluate this.
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Vocabulary

Colours, names of colours, dark, light, paint, brush, bright	Media, primary colours, light, dark, thick, thin, tone, warm, cold, shade, mixing, mono-print.	Secondary colours, light, dark, thick, thin, cold, warm, bright, media, mixing, tone, shading, layering	Abstract, natural, bold, delicate, opaque, translucent, intense, strong, tint, shade, lighten, darken, tone, complimentary colours	Scenery, rural, urban, representational, imaginary, impressionist, abstract, idealised, natural, swirling, stippled, transparent, opaque, foreground, middle ground, background, horizon, dotting, scratching, splashing,	Traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense, tonal contrast, mood, portraits, atmosphere	Still life, representational, imaginary, modern, abstract, impressionist, traditional, inanimate, composition, arrangement, complimentary, tonal, shading, colour theory, distance, mood, feelings, atmosphere
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Resources/Equipment

Pencils, pens, crayons, charcoal, pastels, watercolour pencils/paints, paints, paintbrushes, sketch books, paper of different sizes and orientations,

Suggested Visits/Visitors

	The Laing Art Gallery		The Baltic Centre for Contemporary Art		The Biscuit Factory	
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3D/Sculpture

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> •Enjoy a range of malleable media such as clay, papier Mache, Salt dough. •Cut shapes using scissors and other modelling tools. •Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. •Handle, feel, manipulate materials •Pull apart and re-construct •Shape and model from observation and imagination •Impress and apply simple decoration •Use simple language create through discussion of feel, smell, look, size etc. 	<ul style="list-style-type: none"> •Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, Modroc. •Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. •Impress and apply simple decoration techniques: impressed, painted, applied. •Use tools and equipment safely and in the correct way. •Create shapes for a purpose in clay or plastecine •Consider shape and form of object •Experiment with simple relief, imprints of pattern and texture •Use both hands and tools to build •Construct to represent personal ideas •Use materials to make known objects for a purpose, i.e. puppet •Cut shapes using scissors •Carve into media using tools •Make simple joins by manipulating modelling material or pasting carefully •Discuss weight and texture 	<ul style="list-style-type: none"> •Use equipment and media with increasing confidence. •Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. •Explore carving as a form of 3D art •Show awareness of natural and manmade forms and environments •Expression of personal experiences and ideas in work •Shape and form from direct observation •Use a range of decorative techniques; applied, impressed, painted etc. •Use a range of tools for shaping, mark-making etc. •Construct from found junk materials •Replicate patterns and textures in a 3D form •Begin to make simple thoughts about own work and that of other sculptors 	<ul style="list-style-type: none"> •Learn to secure work to continue at a later date. •Join two parts successfully. •Construct a simple base for extending and modelling other shapes. •Use a sketchbook to plan, collect and develop ideas to record media explorations and experimentations as well as try out ideas. •Continue to explore carving as a form of 3D art. •Use language appropriate to skill and technique •Use clay to form and create shapes and objects •Use relief/imprint to create designs of pattern and texture •Use the equipment and media with increasing confidence •Shape, form, model and construct from observation and imagination with increasing confidence •Understand different adhesives and methods of construction •Begin to have some thought towards size •Discuss aesthetics 	<ul style="list-style-type: none"> •Work in a safe, organised way, caring for equipment. •Secure work to continue at a later date. •Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, •Plan colours and collect source material for future works. •Adapt work as and when necessary and explain why. •Gain more confidence in carving as a form of 3D art. •Use language appropriate to skill and technique. •Experience surface patterns and textures •Discuss own work and work of other sculptors with comparisons made •Consider light and shadow, space and size •Investigate, analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> •Work in a safe way, caring for equipment. •Secure work to continue at a later date. •Develop understanding of different ways of finishing work: glaze, paint, polish •Adapt work as and when necessary and explain why. •Confidently carve a simple form. •Use language appropriate to skill and technique. •Use relief/imprint to create intricate and well-designed pieces involving pattern and texture •Use sketchbook to inform, plan and develop ideas, including joining parts of sculpture •Shape, form, model and join with confidence •Produce more intricate patterns and textures •Work directly from observation or imagination with confidence •Consider the properties of media being used •Discuss and evaluate own work and that of other sculptors in detail. 	<ul style="list-style-type: none"> •Work in a safe, organised way, caring for equipment. •Secure work to continue at a later date. •Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. •Recognise sculptural forms in the environment: Furniture, buildings. •Use sketchbooks to collect and record visual information from different sources. •Use the sketch book to plan how to join parts of the sculpture. •Annotate work in sketchbook. •Confidently carve a simple form. •Solve problems as they occur. •Use clay to form and create shapes and objects of increasing complexity requiring form and joins •Consciously use relief/imprint to create intricate and well-designed pieces involving pattern and texture •Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings

Key Knowledge

Know that some materials are malleable. To know how to use tools safely.	To know that other materials are malleable (including some everyday items). To know how to use tools safely.	To know some famous sculptors. To know the importance of planning when designing.	To know some famous sculptors. To know the importance of planning when designing. To know about different adhesives and methods of construction.	To know some famous sculptors. To know the importance of planning when designing. To know how 2D nets can form 3D shapes.	To know some famous sculptors and their impact on the wider world. To know how to use different ways to finish work.	To know some famous sculptors and their impact on the wider world. To know about the different qualities involved in modelling, sculpture and construction.
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What would this knowledge look like?

To manipulate malleable materials in a variety of ways, including rolling and kneading. Using tools safely.	To roll, pinch and knead malleable material. To use tools safely.	To comment on the work of sculptors and their own work. To use a sketchbook to plan and develop ideas.	To comment on the work of sculptors and their own work. To use a sketchbook to plan and develop ideas. To experiment with different ways to join using a variety of adhesives.	To comment on the work of sculptors and their own work. To use a sketchbook to plan and develop ideas. To use nets as mock-ups for own sculptures.	To comment on the work of sculptors and make comparisons to own work. To apply glazing, polishing and painting as well as applying different textures using tools.	To comment on the work of sculptors and make comparisons to own work. To describe the different qualities involved in modelling, sculpture and construction.
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Key Skills

To join shapes in different ways. To apply texture.	To make simple joins. To cut shapes using scissors. To apply texture.	To create textures and patterns in 3D form. To shape and form malleable materials from direct observation.	To join parts. To apply pattern. To use a base as a foundation.	To be able to adapt plans. To continue to use pattern and colour.	To use different materials to create sculpture. To follow a process from generating ideas to final pieces. To use imagination and knowledge to create 3D sculpture.	To develop skills in using clay including slabs, coils, slips, etc. To create sculpture and constructions with increasing independence. To make more complex and accurate sculptures, with more complex texture and patterns.
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What will these skills look like?

To experiment with joining shapes using tape, glue, string etc. To use tools to add patterns to create texture.	To continue to experiment with joining shapes in different ways. Accurate cutting of shapes. To use relief and imprints of simple pattern and texture.	To use a variety of tools to create textures and patterns. To create 3D shapes that reflect the desired outcome.	For joins to hold over time. To use carving tools to apply pattern and texture. To create a strong base that other parts can be applied to.	To recognise when something isn't working and to adapt plans and evaluating these decisions. To use tools and paints to finish pieces.	To use recycled, natural and man-made materials to create sculpture. To plan a sculpture using drawing and other preparatory work, then create and evaluate work through labels and annotations.	To continue to experiment in using clay as a malleable material. To independently create own sculptures. To apply texture using different tools and techniques.
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Vocabulary

Cut, stick, build, bend, join, decorate, shape	Model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, join, weight, texture, carve, roll, pinch, knead, construct, pattern, texture	Sculpture, sculptors, structure, assemble, construct, model, fold, bend, attach, curve, form, clay, impress, texture, natural, man-made, carve, roll, pinch, knead.	Viewpoint, detail, decoration, natural, man-made, aesthetics, size, adhesives, construction, shape, form, model, relief, imprint.	Form, shape, texture, composition, profile, stylised, proportion, decoration, ornate, perspective, natural, man-made, light, shadow, space, size, secure	Realistic, proportion, surface texture, balance, scale, relationship, transform, movement, composition, structure, construct, flexible, pliable, hollow, solid, attachment, relief, evaluate, glaze, paint, polish	Line, shape, pose, position, repetition, sequence, dynamic, relief, imprint, pattern, texture, natural, man-made, composition, structure, construct, flexible, pliable, hollow, solid, attachment, relief, evaluate, glaze, paint, polish
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Resources/Equipment

Clay, plasticine, Modroc, cutting tools, carving tools etc.

Suggested Visits/Visitors

	The Laing Art Gallery		The Baltic Centre for Contemporary Art		The Biscuit Factory	
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