

**Year 1/2 Across the Key stage:**

**Exploring and Developing Ideas:**

- Record and explore ideas from first hand observations in a sketchbook.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

**Evaluating and Developing Work:**

- 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 future work.

<b>KS1</b>	<b>Drawing</b>	<b>Painting</b>	<b>Textiles</b>	<b>Collage</b>	<b>Printing</b>	<b>3D</b>
<b>Year 1/2</b>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Layer different media eg crayons, pastels, felt tips etc</p> <p>Experiment with the visual elements: line, shape, pattern and colour.</p> <p><b>Lines and Marks</b> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media.</p> <p><b>Form and Shape</b> Observe and draw shapes/objects from observations. Including single and grouped objects.</p> <p><b>Tone</b> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p>	<p>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on a range of different scales eg large brush on large paper.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name and use different types of paint and talk about their properties.</p> <p><b>Colour</b> Identify primary and secondary colours by name. Mix primary shades and tones by adding black/white paint. Mix secondary colours.</p> <p><b>Texture</b> Create textured paint by adding sand, sawdust, plaster etc</p>	<p>Use a variety of techniques eg weaving, fabric crayons, sewing, oil resist, applique and embroidery. Know how to thread a needle, cut, glue and trim material. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc.</p> <p><b>Colour</b> Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee.</p> <p><b>Texture</b> Create fabrics by weaving materials i.e. grass through twigs. Weave with fabric and thread.</p>	<p>Create images from imagination, experience, or observation. Use a wide variety of media e.g. photocopies, material, fabric, crepe paper, magazines, plastic, tissue etc. Arrange and glue materials to different backgrounds to create textured collages. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales.</p> <p><b>Colour</b> Collect, sort, name match colours appropriate for an image.</p> <p><b>Shape</b> Create and arrange shapes appropriately.</p> <p><b>Texture</b> Create, select and use textured paper for an image</p>	<p>Print and make marks with a range of hard and soft materials e.g. corks, pen barrels, sponge and a range of natural materials. Carry out different printing techniques. Eg mono print, block, relief press and resist painting, carbon printing, fabric printing and rubbings. Build repeating patterns and recognise patterns in the environment. Design patterns of increasing complexity and repetition. Print using a variety of materials.</p> <p><b>Colour</b> Experiment with overprinting motifs and colour.</p> <p><b>Texture</b> Make rubbings to collect textures and patterns.</p>	<p>Manipulate malleable materials in a variety of ways including rolling, kneading and shaping. Explore sculpture with a range of malleable media.eg clay. Manipulate malleable materials for a purpose, e.g. pot, tile etc. Understand the safety and basic care of materials and tools.</p> <p><b>Form</b> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form.</p> <p><b>Texture</b> Change the surface of a malleable material e.g. build a textured tile.</p>

	<b>Texture</b> Investigate textures by describing, naming, rubbing, copying.					
<b>Vocabulary</b>	<b>Pattern</b> <b>repeating</b> <b>thick / thin</b> <b>broad</b> <b>fine</b> <b>sketch</b> <b>line</b> <b>shape</b> <b>colour</b> <b>shade</b> <b>layer</b> <b>smudge</b> <b>blend</b> <b>tone</b> <b>detail</b> <b>mirror image</b> <b>scribble</b> <b>spiral</b> <b>chalk</b> <b>charcoal</b> <b>wax crayon</b>	<b>shade</b> <b>tint</b> <b>acrylic / poster / watercolour</b> <b>artefact</b> <b>brush size</b> <b>colour match</b> <b>primary/secondary colours</b> <b>light</b> <b>dark</b> <b>warm</b> <b>cold</b> <b>portrait</b> <b>colour wheel</b>	<b>Tools</b> <b>printing technique</b> <b>gouge</b> <b>scrape</b> <b>mono-printing</b> <b>motif</b> <b>den</b> <b>fabric</b> <b>colour</b> <b>weave</b> <b>textile</b> <b>texture</b> <b>technique</b>	<b>Glue</b> <b>Stick</b> <b>Texture</b> <b>Smooth</b> <b>Rough</b> <b>Dull</b> <b>overlapped</b> <b>cut</b> <b>design</b> <b>layering</b>	<b>Print</b> <b>rubbing</b> <b>smudge</b> <b>Image</b> <b>Reverse</b> <b>Pressure</b> <b>Decoration</b> <b>Surface</b> <b>monoprint</b> <b>block,</b> <b>relief</b> <b>resist</b> <b>repetition</b>	<b>manipulate</b> <b>roll</b> <b>knead</b> <b>shape</b> <b>sculpt(ure)</b> <b>texture/textured</b> <b>construct</b> <b>join</b> <b>natural</b> <b>man-made</b> <b>slip</b> <b>form</b> <b>malleable</b> <b>recycled</b> <b>attach</b> <b>assemble</b> <b>2D</b> <b>3D</b> <b>construct</b>
<b>LKS2</b>	<b>Year 3/4</b> <b>Across LKS2:</b>					

<p>Year 3/4</p>	<p><b>Exploring and Developing Ideas:</b></p> <ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes in a sketchbook.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Evaluating and Developing Work:</b></p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in journal.</li> </ul>					
	<p><b>Drawing</b></p> <p>Draw for a sustained period of time at an appropriate level. Plan, refine, and alter their drawings as necessary. Describe changes using art vocabulary. Use different media to explore relationships and achieve variations in line , texture, tone, colour, shape, and pattern. Use research to inspire drawings from memory and imagination.</p> <p><b>Lines and Marks</b> Experiment with different grades of pencil and other implements to create lines and marks. Make marks and lines with a wide range of drawing implements: Charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p><b>Tone</b> Experiment with different grades of pencil and other implements to achieve variation in tone. Apply tone in a drawing in a simple</p>	<p><b>Painting</b></p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc. Plan and create different effects and textures with paint according to what they need for the task.</p> <p><b>Colour</b> Mix a variety of colours and know which primary colours make secondary colours. Use a developed /more specific colour language and vocabulary eg tint, tone, shade. Make and match colours with increasing accuracy. Show increasing independence and creativity with the painting process.</p>	<p><b>Textiles</b></p> <p>Use a variety of techniques, e.g. printing, dyeing, paper, plastic,embroidery, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Refine and alter ideas and explain choices using art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on visual and tactile elements. Experiment with paste resist.</p>	<p><b>Collage</b></p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p><b>Printing</b></p> <p>Print using a variety of materials , objects and techniques including layering. Research, create and refine print using a variety of techniques. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing. Select broadly the kinds of materials to print with in order to get the effect they want. Resist printing including marbling, silkscreen, and cold water paste.</p>	<p><b>3D</b></p> <p>Plan, design and make models from observation or imagination and adapt as needed. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object. Make informed choices about 3D technique chosen. Show understanding of shape, space and 3D form. Use a variety of materials.</p>

	<p>way.</p> <p><b>Texture</b></p> <p>Create textures with a wide range of drawing implements/media</p> <p>Apply a simple use of pattern and texture in a drawing.</p>					
<b>Vocabulary</b>	<p><b>grades of pencil scale</b></p> <p><b>symmetry</b></p> <p><b>refine</b></p> <p><b>alter</b></p> <p><b>tint</b></p> <p><b>hue</b></p>	<p><b>colour scheme</b></p> <p><b>blocking spectrum</b></p> <p><b>wash</b></p> <p><b>properties of paint</b></p> <p><b>shade</b></p> <p><b>tint</b></p> <p><b>tone</b></p> <p><b>strokes</b></p>	<p><b>hue</b></p> <p><b>relief method</b></p> <p><b>impressed method</b></p> <p><b>block printing</b></p> <p><b>overlay</b></p> <p><b>weave</b></p> <p><b>embroidery</b></p> <p><b>threads</b></p> <p><b>paste resist</b></p>	<p><b>roller</b></p> <p><b>tearing</b></p> <p><b>overlapping</b></p> <p><b>experiment</b></p> <p><b>image</b></p> <p><b>textures</b></p> <p><b>visual</b></p> <p><b>represent</b></p>	<p><b>relief</b></p> <p><b>overlay</b></p> <p><b>tessellations</b></p>	<p><b>Design</b></p> <p><b>make</b></p> <p><b>Models</b></p> <p><b>Surface</b></p> <p><b>Pattern</b></p> <p><b>Join</b></p> <p><b>Extend</b></p> <p><b>Materials</b></p> <p><b>Papier mache</b></p> <p><b>Mod roc</b></p> <p><b>Textures</b></p> <p><b>observation</b></p>

**Year 5/6**

**Across UKS2:**

**Exploring and Developing Ideas:**

- 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.
- Evaluating and Developing Work:**
- 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 journal.

UKS2	<u>Drawing</u>	<u>Painting</u>	<u>Textiles</u>	<u>Collage</u>	<u>Printing</u>	<u>3D</u>
Year 5/6	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas..</p> <p><b><u>Lines, Marks, Tone, Form and Texture</u></b></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their</p>	<p>Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Choose appropriate paint, paint and implements to adapt and extend their work. Show an awareness of how paintings are created i.e. Composition.</p> <p><b><u>Colour</u></b></p> <p>Demonstrate a secure knowledge about warm and cold, complementary and contrasting colours creating all the colours they need. Mix and match colours to create atmosphere and light effects Create mood/express their emotions through their painting.</p>	<p>Join fabrics in different ways including stitching. Use different grades of threads and needles. Experiment with batik techniques safely. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. Use different techniques, colours and textures when designing and making pieces of work. Be expressive and analytical to adapt, extend and justify their work.</p>	<p>Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas Alter and modify work. Add collage to a painted, printed or drawn background.</p>	<p>Explain a few techniques inc use of poly blocks, relief, mono and resist printing. Choose the printing method appropriate to task/criteria given. Build up layers, colours and textures. Be familiar with layering prints. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.. Print on to different materials. Alter and modify work.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p>

	<p>own style using tonal contrast and mixed media.</p> <p><b>Perspective and Composition</b></p> <p>Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their work e.g. foreground, middle ground and background.</p>					
<b><u>Vocabulary</u></b>	<p><b>Composition</b></p> <p><b>Scale</b></p> <p><b>Proportion</b></p> <p><b>Tonal contrast</b></p> <p><b>Perspective</b></p> <p><b>Foreground</b></p> <p><b>Background</b></p> <p><b>Middle ground</b></p> <p><b>Abstract</b></p> <p><b>Architecture</b></p> <p><b>Cross hatching</b></p> <p><b>shading</b></p>	<p><b>Composition</b></p> <p><b>Atmosphere</b></p> <p><b>Complimentary</b></p> <p>contrasting</p> <p>watercolour</p> <p>viewpoint</p>	<p><b>Effect</b></p> <p><b>Texture</b></p> <p><b>Grade</b></p> <p><b>Thread</b></p> <p>Batik</p> <p>Quilting</p> <p>Technique</p>	<p><b>Collage</b></p> <p><b>Media</b></p> <p><b>Techniques</b></p> <p><b>Colours</b></p> <p><b>Texture</b></p> <p><b>Perspective</b></p> <p><b>Proportion</b></p> <p><b>Tonal contrast</b></p> <p><b>Technique</b></p> <p><b>Designing</b></p> <p><b>making</b></p> <p><b>background</b></p>	<p><b>Relief</b></p> <p><b>Impressed</b></p> <p><b>Create</b></p> <p><b>Overlays</b></p> <p><b>Media</b></p> <p><b>Experiment</b></p> <p><b>Block printing</b></p>	<p><b>Recycle</b></p> <p><b>Manmade</b></p> <p><b>Natural</b></p> <p><b>Coils</b></p> <p><b>Slips</b></p> <p><b>slabs</b></p> <p><b>Intricate patterns</b></p> <p><b>Media</b></p> <p><b>Malleable</b></p> <p><b>Shape</b></p> <p><b>Form</b></p> <p><b>Human form</b></p>