



Art

| | KS1 | LKS2 | UKS2 |
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| Drawing | <ul style="list-style-type: none"> • Draw lines of varying thickness. • Use dots and lines to demonstrate pattern and texture. • Use different materials to draw. • Represent shades from light to dark when shading. • Create simple representations of events, people and objects. • Discuss facial layout and proportions. • Explain work and decide which areas to adapt and develop further. • Use key vocabulary through speech and discussion to show understanding of materials, portrait and landscape work. | <ul style="list-style-type: none"> • Experiment with a variety of different media to achieve variations in line, tone, colour and pattern with a range of pencil grades. • Sketch adding tone to show light and shadow. • Use detail in drawing. • Use proportion in figure shapes. • Use key vocabulary in annotations to show knowledge in pattern, shape, form, line and tone. | <ul style="list-style-type: none"> • Study artists who use mark making techniques in their pieces and work in a similar style using elements of line, tone and realistic form. • Sketching adding depth and shade. • Use a variety of techniques to add effects such as cross-hatching, reflection and the bracelet- technique. • Depict movement in drawings. • Select and use a range of media to produce observational drawings. • Know how to draw figures in movement using line, shape, colour and tone. • Use key vocabulary in written work through evaluation, reflection and response to show knowledge and understanding in texture, pattern, blend, scraffito and impasto. |
| Painting | <ul style="list-style-type: none"> • Explore a variety of brushes to discover the effects. • Name and mix primary colours. • Add black and white to adjust colour. • Respond to the work of an artist and recall what they can see. • Look at a painting and discuss paper orientation. • Comment on the work of an artist. • Look at and create early painting tools. • Use key vocabulary through speech and discussion to demonstrate knowledge and understanding of primary and secondary colours, naming warm and cool colours and identifying foreground middle ground and background. | <ul style="list-style-type: none"> • Continue exploring a variety of brushes to discover the effects with greater control. • Use language of colour accurately when mixing such as primary, secondary and tint. • Use varied brush techniques to create shape, textures, patterns and lines. • Annotate the work of an artist. • Create different textures and effects with paint. • Use vocabulary in annotations such as culture, line, neutral colours, traditional and watercolour wash. | <ul style="list-style-type: none"> • Progress onto using finer artist brushes and being able to select the correct tool for the medium. • Use the language of colour accurately and use inspiration from nature to create a colour palette. • Be expressive with colour and demonstrate individuality. • Create a colour palette demonstrating mixing techniques using knowledge of primary and secondary colours. • Improve and refine knowledge of paint techniques inspired by researched artists to experiment with scraffito and impasto. • Use key vocabulary to demonstrate knowledge in written work through evaluation, reflection and response to show and understanding of colour, impressionism and impressionists. • Respond to an artist and create a sample working in their style accompanied by a fact file. |

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| Printmaking | <ul style="list-style-type: none"> • Experiment with shape and pattern. • Look at repeated patterns and different materials to create textures such as sponging. • Work from an original print. • Be able to use a variety of materials. • Demonstrate a range of printing techniques. • Use key vocabulary through speech and discussion to show knowledge and understanding such as colour, shape, print and objects. | <ul style="list-style-type: none"> • Use a variety of printing blocks to explore shape and texture. • Be able to use more than one colour to layer in a print. • Replicate patterns from observations. • Make a printing block. • Create a repeating pattern with accuracy. • Use and understand key vocabulary in annotations such as line, pattern, block print, bead and reel, egg and dart, shape and texture. | <ul style="list-style-type: none"> • Children have more opportunities to use printing knowledge to create a multi layered stencil design to create a wallpaper sample in response to a Victorian artist. • Design and develop a print stencil. • Create and arrange accurate patterns. • Discuss pattern formations and observe pattern within Early Islamic Culture. • Look at colour and pattern in Mosque architecture. • Demonstrate knowledge and understanding in written work through evaluation, reflection and response to show pattern shape, inspiration, colour and arrangement |
| Collage | <ul style="list-style-type: none"> • Create through exploration a variety of mixed media collages. • Look at everyday items as inspiration for collage work. • Use a combination of materials that have been collected to cut, tear and glue. • Sort and arrange materials. • Use key vocabulary through speech and discussion to demonstrate knowledge of processes such as collage, pattern, colour scheme, repeat and Pop Art. | <ul style="list-style-type: none"> • Continue to explore creating collage with a variety of media. • Use collage to create a textured surface. • Select appropriate collage techniques such as tearing and paper curling. • Learn and practice skills such as tessellation, overlapping and mosaic. • Refine work to ensure precision. • Use key vocabulary in annotations to show knowledge and understanding of shape, pattern, mosaic and texture. • Sort and arrange materials with care and attention to the surrounding space and overall composition. | <ul style="list-style-type: none"> • Use collage to experiment with mixing textures and sorting and arranging materials to create an effect. • Add collage to a painted or printed background. • Create and arrange accurate patterns • Use a range of mixed media. • Study an artist that explores collage through man-made and natural collage in the outdoor environment. • Use scientific phrases to explain how the artwork weathers. • Use key vocabulary in written work through evaluation, reflection and response to show knowledge and understanding of shape and form. |

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| Textiles | <ul style="list-style-type: none"> • Have the opportunity to look at and practise a variety of techniques such as dyeing and felt work to create a wall hanging. • Explore Inuit textiles. • Use dyeing techniques to alter a textile's colour and pattern. • Decorate textiles with glue to add colour and details. • Work co-operatively with a partner, accepting each other's ideas. • Use key vocabulary through speech and discussion to demonstrate knowledge of textiles, fabric, decoration, decorative and embellishment. | <ul style="list-style-type: none"> • Discussing work and deciding what to adapt and develop further. • Develop weaving and colouring fabric skills. • Show pattern by weaving. • Select appropriate materials and give reasons. • Use a variety of techniques such as making and constructing a loom. • Develop skills in cutting and joining. • Investigate textiles as art. • Be able to think about the concept of conscious intent. • Use key vocabulary in annotations to show knowledge and understanding of warp, weft, tension and tightness. | <ul style="list-style-type: none"> • Develop overlapping and layering techniques. • Experiment with a range of fabrics. • Explore a range of media by overlapping and layering to create texture, effect and colour • Add decoration to create effect. • Be able to discuss and annotate references to early textiles. • Make choices about colours that contrast and complement. • Discover historical textile works of art. • Study the interior design through Victorian trends. • Working within a group to develop work using a chosen method to contribute to a larger work of art. • Use key vocabulary in written work through evaluation, reflection and response to show knowledge and understanding of tapestry, Victorian interiors and decoration. |
| Sculpture | <ul style="list-style-type: none"> • Opportunity to use a variety of materials for sculpting and experiment with joining and construction. • Use of natural, recycled and manufactured materials for sculpting. • Use a variety of techniques such as cutting and rolling. • Use a variety of lines and texture. • Use key vocabulary through speech and discussion to demonstrate knowledge of sculpture, statue, materials, model, work of art, 3D, land art and carving. | <ul style="list-style-type: none"> • Understand more about decorating sculptures and adding detail through texture. • Use a variety of tools to support a variety of techniques. • Cut, make and combine shapes to create recognisable forms. • Use clay to construct and make a pot and decorate with a low relief pattern. • Add materials to create detail. • Use key vocabulary in annotations to show knowledge and understanding of Greek architecture, edging and trimmings, for example: egg and dart, bead and reel. | <ul style="list-style-type: none"> • Use a variety of materials for sculpting and experiment with joining and constructing. • Begin to understand more about 3D form, becoming more reliant on their own ideas and knowledge of sculpture during the planning and designing process. • Study the work of a sculpture artist and respond with own interpretation of a 3D form. • Use tools and materials to form structure and proportion whilst maintaining strength. • Develop cutting and joining skills using wire and masking tape. • Use key vocabulary in written work through evaluation, reflection and response to show knowledge and understanding of structure, form, human proportion, position, stance, inspiration, research and texture. |

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| Sketchbooks | <ul style="list-style-type: none"> • Understand how ideas are developed through processes. • Practise and share learning and skills with others. • Receive and offer feedback to improve. • Explore ideas and collect information. • Begin to label and voice reasons and explain features. | <ul style="list-style-type: none"> • Collect and develop ideas using sketchbooks. • Suggest improvements to generate a self-evaluation and provide constructive peer feedback. • Explore ideas from first-hand observations. • Plan and adapt ideas. | <ul style="list-style-type: none"> • Collect information and present in sketchbooks and Arts Award portfolios. • Create a unique and visual journey through each project. • Review and revisit ideas throughout their sketchbooks. • Constructively evaluate and think critically about their art and design work. • Create a presentation of their art journey whilst achieving their Arts Award certificate. |
| Artists | <ul style="list-style-type: none"> • Opportunity to learn from famous artists. • Study techniques and processes. • Explore a range of different artists through many different historical time periods. • Describe the work of famous, notable artists and designers. • Express opinions about the work of others. • Begin to take inspiration from pieces of artwork. | <ul style="list-style-type: none"> • Continue to study the works of famous artists. • Learn about great artists and architects in history. • Use inspiration to replicate the style of a piece of work. • Reflect upon the work inspired by an artist. • Express an opinion on the techniques and effects created. | <ul style="list-style-type: none"> • Continue to learn from the works of famous artists to expand their knowledge. • Give detailed observations. • Select and record facts to accompany work presented in sketchbooks and portfolios. |