

ART National Curriculum

Key Stage 1	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• 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• 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.
Key Stage 2	<p>Pupils should be taught 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> <p>Pupils should be taught:</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.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>To be taught to use their sketchbook in order to develop and share their ideas, experiences and imagination. This will enable them to experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Develop a range of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>To develop their designs using marks, lines and shapes.</p>	<p>To use a sketchbook to experiment with techniques from artists studied.</p> <p>To use a range of materials and techniques creatively to design, sketch and draw.</p> <p>To select appropriate materials to use in order to develop and share their ideas in their sketchbooks.</p> <p>To develop their designs using marks, lines, shapes and textures.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>To use their sketchbook to develop their design based on experiences and their own imagination.</p> <p>To use drawing materials (pencils) to create a line drawing for a mosaic (non linear, ie mosaic tiles do not need to be in rows and columns to create a design)</p> <p>Draw detailed designs with intricate patterns and marks.</p>	<p>To use their sketchbook in order to practice technical skills. Draw for a sustained period of time at an appropriate level.</p> <p>To be taught how to use correct proportions, using a tracing paper overlay, and be able to sketch observations of faces using correct proportions.</p> <p>Further develop drawing a range of tones, lines using a pencil. Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made.</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p>	<p>To show an awareness of primitive art through collecting ideas and designs in a sketchbook.</p> <p>To use their sketchbook in order to develop and share their ideas, experiences and imagination by sketching the details of the Parthenon marbles.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>To study the use of correct proportions, using a tracing paper overlay, and be able to sketch observations of bodies using correct proportions.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders, to look at patterns in order to apply to their jewellery design.</p>	<p>To be able to make observational drawings of the profile of a face using their sketchbook.</p> <p>To use digital media as a starting point for their self-portrait.</p> <p>Work in a sustained and independent way to develop their own style of drawing. Draw over a number of sessions working on one piece.</p> <p>To be able to identify and describe, in detail, some of the key characteristics of Egyptian portraits and modern art.</p> <p>To be able to draw and sketch line, tone, shapes and colour with confidence in order to communicate meaning in their artwork.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>
Sculpture		<p>To study colour, pattern, texture, line, shape, form and space used by land artists.</p> <p>To be able to describe the differences and similarities between the 3 land artists.</p>	<p>Use their thumbs to smooth the coil pot and refine with clay kidneys with increasing confidence.</p> <p>Use a sgraffito tool to add detail.</p> <p>Use clay to create a form.</p>	<p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p>Work in a safe way, caring for equipment.</p> <p>Use pinch, slabbing and coiling techniques to produce end pieces.</p>	<p>To study techniques used by freestanding sculptors.</p>	<p>Work in a safe, organised way, caring for more complex equipment.</p> <p>Confidently use pinch, slabbing and coiling techniques to produce end pieces.</p>

	<p>To design and make a non-permanent land art sculpture (modelling sculpture). Experiment with the malleable media plasticine and clay. Shape and model materials for a purpose from observation and imagination. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.</p>		<p>Learn how to join two parts successfully. Understand how to use wire to internally strengthen a structure. Construct a simple base to stabilise a sculpture.</p>	<p>Develop understanding of different ways of finishing work such as adding relief onto the surface of the design. Can confidently and successfully join component parts together. Use language appropriate to skill and technique.</p>		<p>Confidently carve a simple form using kidney, loop, ribbon, wood modeling and needle tools. To understand the importance of keeping the clay moist, using a sponge. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, varnish (teacher to complete the task).</p>
<p>Craft</p>	<p>To use collaging techniques (of layering existing pictures) similar to those used by Sir Peter Blake to recreate a Toy Shop window. To work collaboratively to construct large scale art work incorporating the sketching and drawing skills learnt.</p>	<p>To explore, select and collect materials from different sources that reflect warm and or/cool colours.</p>	<p>To be able to identify and describe the key characteristics to create a paintily effect with mosaic. To use knowledge of complementary colours when collaging to experiment with different colours and show control over their chosen design. To create a Roman mosaic using appropriate materials to reflect the design they have created (not a linear design). To use simple grouting techniques in order to complete their Roman inspired mosaic design. To design an illuminated manuscript for their first initial, considering colour and style. To study in detail characteristics of Anglo-Saxons broaches. To experiment with different embossing techniques for an Anglo-Saxon broach. To combine previously taught skills to create an Anglo-Saxon broach.</p>	<p>(The craft skills the children will use will depend upon their sculpture design chosen in the Local Area project)</p>	<p>To be able to identify and describe some key characteristics of Viking jewellery. To study in detail, characteristics of Viking bracelets and the techniques used to make them. To experiment with different techniques in order to produce a Viking bracelet. To combine previously taught clay skills in order to create a Viking bracelet.</p>	<p>To confidently use collaging techniques in own design.</p>
<p>Painting</p>	<p>Recognise and name the primary colours being used in canal art. To be introduced to the colour wheel to explore basic colour mixing. To create a design using the skills and techniques learnt.</p>	<p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. To explore warm and cold colours through studying colour theory.</p>	<p>Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Understand how to make tints using white and tones by adding black to make darker and lighter</p>	<p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. To be able to organise line, tone, shape, colour and texture to capture details.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures. To confidently develop a painting from a drawing. To choose appropriate media to work with.</p>	<p>Mix colour, shades and tones with confidence building on previous knowledge. 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</p>

	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers. Explore working with paint on different surfaces and in different ways i.e. painting on clay.</p>	<p>To develop an understanding of tones and colour by exploring different artwork. To describe key characteristics of artwork studied, focusing upon techniques and colours used. Experiment with paint media using a range of tools, e.g. different brush sizes. Explore techniques such as lightening and darkening paint with the use of black or white. Begin to show control over the types of marks made.</p>	<p>shades. Build confidence in mixing colour shades and tones. To experiment with techniques used in illuminated manuscripts eg. <i>use of parchment paper, gold leaf/paint, quill and ink..</i> Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media. Continue to control the types of marks made with paint brushes and pen and ink.</p>	<p>Use a range of brushes to 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. Start to develop a painting from a drawing. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash.</p>	<p>Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p>	<p>shade. Purposely control the types of marks made and experiment with different effects and textures. Understand what techniques work well and why. To learn graffiti techniques. To choose appropriate media to match their design.</p>
<p>Artist</p>	<p>To study the work of Julie Tonkin and describe it's key characteristics.</p>	<p>Esther Mahlangu</p>	<p>To study the work of The Limbourg Brothers and describe it's key characteristics.</p>	<p>To study the work of L.S. Lowry, comparing and contrasting the scenes painted by Lowry. To create a sculputure inspired by the work of Andrew Burton.</p>		<p>Guernica and Banksy</p>