



# Being an Artist

Year Group	National Curriculum	Sticky Knowledge	Vocabulary	Skills	Suggested artists
<b>EYFS</b>	<p><b>Educational Programme:</b> Expressive Arts and Design</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the</p>	<p><b>Drawing</b> To know the names of different media and how to use them appropriately and safely. To know that lines and shapes represent meaning.</p> <p><b>Painting</b> Name most colours (primary and secondary). Know that by mixing 2 different colours together, a new colour will be created. Begin to understand why different colours can be used for different purposes/conveys different meanings. To know how to use paint and brushes appropriately and safely.</p>	<p>Colour, marks, lines, shape, mix, change, print, rub, press, stick, twist, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, wet, dry, flaky, join, mix, cut, sweep, change, paint, glue, roll, squeeze, twist, chalk, crayons, pencils, names of colours,</p>	<p><b>Drawing</b> Experiment with blocks, colours and marks Begin to use shapes to represent objects and people. Select different media to draw with (eg crayons, chalks, pencils etc) To carefully use and look after different media.</p> <p><b>Painting</b> Explore how colours can be changed by mixing them and talk about this simply. Use different textures of paint (including knowing how to stop paint from running/dripping and to hold and use a paint brush correctly. Begin to use</p>	<p>Andy Goldsworthy – sculptures from nature/land art</p> <p>Eric Carle (author) Collages based on books</p> <p>David Batchelor (simple paintings using colours/shapes)</p> <p>Jackson Pollock (mark making eg splatter painting)</p> <p>Hans Hartung (mark Making)</p>

	<p>arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>Early Learning Goals</b></p> <p><i>Creating with Materials</i></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><i>Being Imaginative and Expressive</i></p>	<p><b><u>3D</u></b> To know how to use tools safely and appropriately. Begin to understand that different tools are used for a different purpose.</p> <p><b><u>Printing</u></b> To understand that printing is to recreate a mark or pattern which can be done repeatedly by pressing on to something using various media. To know some forms that printmaking can take (eg hand, fingers, leaf, vegetables, everyday objects, rubbings etc) To know how to use tools appropriately and safely.</p> <p><b><u>Collage/Textiles</u></b> Know how to use scissors and glue appropriately and safely. To begin to understand that materials can be joined in different ways such as sticking, pressing, twisting, pinching etc.</p> <p><b><u>Digital Media</u></b></p>		<p>different colours for a purpose.</p> <p><b><u>3D</u></b> Investigate how to use various construction materials. Select, manipulate, join and adapt different media to fit a purpose using appropriate tools and techniques to assemble and create a finished piece.</p> <p><b><u>Printing</u></b> Investigate printing using a range of everyday objects, including hands and fingers. Select appropriate tools and colours Begin to create simple patterns Use rubbings to create patterns</p> <p><b><u>Collage/Textiles</u></b> Use appropriate tools safely (eg scissors, glue) Select appropriate materials Begin to adapt ideas</p>	

	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p>To know that art work can be created digitally (on a computer/ipad). To know how to use relevant, simple programmes to create digital art.</p> <p><b><u>Exploring</u></b> Know that different materials, media, colours and shapes are used for different purposes. To be able to talk about materials and tools and their purposes. To know how to manipulate and change materials to fit a purpose.</p> <p><b><u>Artists and Designers</u></b> To use correct vocabulary to talk about a piece of art (likes, dislikes, colours shapes, simple themes etc) To understand that art can evoke different feelings in different people.</p> <p><b><u>Evaluating</u></b> To understand the different processes they have used in creating a piece. To understand and observe and recognise any changes in materials used.</p>		<p>Find ways to join, stick, adapt different materials and media through investigation and problem solving. Create collages in nature using sensory skills</p> <p><b><u>Digital Media</u></b> Can use a simple programme on the computer/ipad to create a simple picture and talk about their choices.</p> <p><b><u>Exploring</u></b> Begin to use different colours and investigate the differences between colours and express personal preferences. Begin to select the appropriate tools (eg thickness of paintbrush) Work with sustained concentration and control when experimenting with materials and colours. Find out and make decisions about how media and materials can be combined and changed.</p>	
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		<p>Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities in different ways depending upon personal likes/dislikes.</p>		<p><b>Artists and Designers</b>          Begin to recognise and describe key features of their own and others' work          Ask questions about the work of others          Begin to say what they like or don't like about a piece of art  <b>Evaluating</b>          Talk about their own piece of art, including about the features of their own and others' work, recognising the differences between them and the strengths of others.           Describe the changes in the materials I used (when they twisted, became wet, dried out etc)          Begin to express an opinion about the work of others.</p>	
<p><b>Y1</b></p>	<p>Pupils should be taught: to use a range of materials creatively to design and make products  to use drawing, painting and sculpture to develop and share their ideas,</p>	<p><b>Drawing</b>          To know that by applying different amounts of pressure the thickness of a line and shade when infilling etc. will change.          To know why scale and proportion is important in observational drawing.</p>	<p><b>Drawing:</b>          thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, proportion, scale, observe.   <b>Painting:</b></p>	<p><b>Drawing</b>          To draw a range of lines with increasing control (thickness of line, infilling etc) and to begin to work from observation using control, scale and proportion appropriately</p>	<p>Claire Young (animal collage)          Alma Thomas (simple geometric collage using simple coloured squares)           Picasso (line drawings of animals, abstract art)</p>

	<p>experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>	<p><b><u>Painting</u></b> Name and identify the primary and secondary colours. To know that shades are created by adding black to a colour and this will make the colour darker. To understand why black should be added in small amounts. To know that tints are created by adding white to a colour and this will make it lighter. To know that brown is created by mixing the primary colours together. To know that the thickness of paint and the brush will change the outcome. To know that painting can be done in a range of ways (eg. fingers, sponge paddles, natural materials) to create different effects.</p> <p><b><u>3D</u></b> To understand that malleable materials shape can be changed in a range of ways and that different modelling materials have different suitable purposes. To know</p>	<p>Primary (colour), light, dark, thick, thin, tone, warm, cold, mood, shade e.g. different shades of red, green, blue, yellow, bright.</p> <p><b><u>3D:</u></b> Model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, clay, plasticine, nip, press, pressure, join</p> <p><b><u>Printing:</u></b> Print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, cloth.</p> <p><b><u>Collage &amp; Textiles:</u></b> Fabric, colour, pattern, shape, texture, glue, stick, scissors, felt, hessian, scraps, wool, yarn, thread, fur, tweed, silk, satin, net, weave, overlay, backing, depth, decoration,</p>	<p>and adding detail to make it look realistic.</p> <p><b><u>Painting</u></b> Begin to mix primary shades and tints by adding black and white. Begin to mix primary colours together to create secondary colours. To make different shades of brown by adjusting the amount of each primary colour used. To begin to explore how colours represent mood/feelings. Select the correct thickness</p> <p><b><u>3D</u></b> Manipulate a lump of malleable dough/clay/plasticine and change it's form through pinching, rolling and applying pressure- also using a range of tools. To select the appropriate tools, materials and method to produce a finished piece from imagination or observation.</p>	<p>Mondrian (simple lines and primary colours)</p> <p>Monet/Van Gogh (warm/cool landscapes)</p>
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		<p>that pinching is created by nipping/pressing between the fingers and applying pressure, by applying different amounts of pressure, different thickness can be produced. To which techniques to use to create joins.</p> <p>To name, select and use modelling tools safely and appropriately.</p> <p><b><u>Printing</u></b> To understand that printing is a way of replicating a design. To know that different objects will create a different print. To know how to use different media to create rubbing, prints, textures and that the amount of pressure applied will influence the outcome.</p> <p><b><u>Collage/Textiles</u></b> To know that a collage is made by sticking various materials such as photographs, pieces of paper or fabric onto a backing. To know how to use scissors, glue and paste safely and efficiently.</p>		<p><b><u>Printing</u></b> To create simple pictures and repeating patterns through a range of printing techniques.</p> <p><b><u>Collage/Textiles</u></b> To select the most appropriate materials for the purpose of the piece. To use glue/paste carefully without getting it everywhere and by using the appropriate amount. To use scissors with control. To be able to roll, coil and layer materials to create different effects.</p> <p><b><u>Digital Media</u></b> To use programmes such as Purple Mash, Paint with increasing independence and accuracy to create digital art. Be able to select the appropriate tool, background, thickness of line, colour, undo, save and print their work. To make changes and add simple effects (eg shapes,</p>	
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		<p>To know that by gluing over part of the collage, you can overlay objects to add depth, decoration and detail. To know which materials can be successfully rolled and coiled.</p> <p><b><u>Digital Media</u></b> To know which programmes can be used digitally to create a simple piece of digital art. To know how to select different options to add shapes, lines, colour, backgrounds etc.</p> <p><b><u>Exploring</u></b> To understand how artwork can invoke different moods and feelings through use of colour, line, tone etc.</p> <p><b><u>Artists and Designers</u></b> To know the name of the artist and basic information such as their background, what type of art they created, inspiration, techniques. To know that artists, designers and craftspeople take many forms and can describe some of the things they do.</p>		<p>patterns) to their piece of work. To create a piece of digital art using the work of an artist as a stimulus.</p> <p><b><u>Exploring</u></b> To investigate and discuss which colours are hot/cold and give reasons. To verbalise how a piece makes them feel and make simple justifications for this. To create their own paintings and drawing to show mood using their knowledge of colour, tint and shades.</p> <p><b><u>Artists and Designers</u></b> Describe what they can see and give an opinion about the work of an artist. Ask relevant questions about a piece of art.</p> <p><b><u>Evaluating</u></b> To develop critical thinking and problem solving skills when evaluating their own work and that of others. To communicate their</p>	
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		<p><b>Evaluating</b> Identify what went well and what they would change in a piece of work. Use the correct vocabulary linked to materials, techniques etc.</p>		<p>thoughts and opinions verbally in an effective and constructive way.</p>	
Y2	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>	<p><b>Drawing</b> To know that art pencils come in different grades and to be able to name some. To know that the grade of pencil indicated the hardness of the pencil. To know which pencils create the darkest/lightest tones and are the easiest/most difficult to blend.</p> <p>To understand what hatching, scribbling, stippling, blending are and how they add different effects when shading.</p> <p>To know how to use these appropriately to add pattern and texture.</p> <p>To know what oil and soft pastels are and to describe the differences between them.</p> <p>To understand how pencils, soft and oil pastels will create</p>	<p><b>Drawing:</b> Grade, light, dark, thick, thin, soft, broad, narrow, fine, blend, smudge, pattern, line, hatching, scribble, stipple, shade, shape, detail, nature, environment, comparison, still life.</p> <p><b>Painting:</b> Secondary (colour), mix, light, dark, thick, thin, tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, colour wash, mood, represent, colour wheel,</p> <p><b>3D:</b> Sculpture, structure, assemble, construct, model, fold, bend, mold, attach, join,</p>	<p><b>Drawing</b> To draw from direct observation with increasing pencil control, including some texture, pattern shading techniques and weight of line. Investigate the effects of different media by drawing with graded pencils, soft and oil pastels. Be able to explain the differences in techniques/media used and give verbal evaluations using correct vocabulary.</p> <p><b>Painting</b> To select a suitable brush size and colours to convey the mood of a painting. Sort colours according to mood/feelings invoked. Mix secondary colours and confidently create a range of tints and shades using</p>	<p>Sonia Delaunay (colour mixing, collage)</p> <p>John Ndambo (Massai art)</p> <p>Henry Moore (comparison with his sculpture and African sculpture)</p> <p>Paul Klee (colour mixing)</p> <p>David Hockney (digital art, use iphone photos section)</p> <p>Anthony Gormley, Ray Lonsdale(3D/sculpture linked to arts award)</p>



		<p>a different effect and final outcome to a piece.</p> <p><b><u>Painting</u></b> Name all primary and secondary colours. Say which 2 primary colours are used to make each secondary colour. Know that the amount of each colour used will result in a different shade of colour. To know how the colour wheel represents the link between primary and secondary colours. Identify how to create tints and shades of the primary and secondary colours. Know how colour is used to symbolise or create mood/feelings or represent objects. To know that different brushes create different marks and effects.</p> <p><b><u>3D</u></b> To know how to use equipment and tools appropriately and safely. To understand the different techniques that can be used to make joins.</p>	<p>statue, stone, metal, wire, curve, form, clay, impress, texture.</p> <p><b><u>Printing:</u></b> Colour (primary and secondary) print, rubbing, smudge, image, reverse, shapes, surface, pressure, press, roll, stamp, block, decoration, cloth, repeat, relief, rotate, mono-print, two-tone print.</p> <p><b><u>Collage &amp; Textiles:</u></b> Fabric, colour, pattern, shape, texture, glue, stick, scissors, sew, needle, felt, hessian, scraps, wool, yarn, mixed media, collage, layers, combine, thread, fur, silk, satin, net, hessian, string, decorative, weave, overlay, scrunch, twist, pattern.</p>	<p>white and black with greater independence.</p> <p><b><u>3D</u></b> To replicate the work of a known artist using 3D materials. (recreate a sculpture from a famous artist)</p> <p><b><u>Printing</u></b> To develop a printed pattern using more than one colour. To create a relief printing block and use this to create a printed piece by pressing, rubbing, rolling and stamping</p> <p><b><u>Collage/Textiles</u></b> To create a collage using a variety of materials and a range of decorative techniques to add pattern and texture (cutting, sticking, weaving, overlaying, twisting, scrunching etc.)</p> <p><b><u>Digital Media</u></b> To use programmes such as Purple Mash, Paint etc. with greater independence and accuracy to create</p>	
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		<p>To know how to add a range of decorative techniques to their work.</p> <p>To know about a famous sculpture artist and be able to discuss them and the techniques/inspiration used in their work.</p> <p><b><u>Printing</u></b> To know how to use relief printing techniques and create their own printing block. To understand the different forms that printing can take in the environment (eg books, magazine, wallpaper, wrapping paper, fabrics etc)</p> <p><b><u>Collage/Textiles</u></b> To know how to use scissors safely to cut a variety of shapes. To know how to create texture by using a range of materials and techniques such as scrunching, twisting etc.</p> <p><b><u>Digital Media</u></b> To be able to access a paint package and know how to select different tools to create</p>		<p>digital art using a range of effects.</p> <p>Be able to select the appropriate tool, background, thickness of line, colour, pattern, shape, undo, save and print their work.</p> <p>To make changes and add simple effects (eg shapes, patterns) to their piece of work.</p> <p>To create a piece of digital art using the work of an artist as a stimulus.</p> <p><b><u>Exploring</u></b> To practise a variety of skills through experimenting with a range of media and techniques. To be able to freely express mood and feelings through art and verbally by using correct vocabulary.</p> <p><b><u>Artists and Designers</u></b> To be able to describe how an artist has used colour, shape, pattern and the feeling that it gives them. To listen to and consider the opinions of others</p>	
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		<p>different effects for a given purpose.</p> <p><b><u>Exploring</u></b> To identify some of the forms that art can take (eg books, pictures, wallpaper, fabric, advertising etc) To know how to use a sketchbook to explore techniques, feelings and ideas independently and in a variety of ways.</p> <p><b><u>Artists and Designers</u></b> To understand how colour, pattern and shape is used to convey the mood of a piece of art and use that knowledge in their own work. To understand that art is subjective and can be interpreted in a number of ways depending upon personal viewpoint.</p> <p><b><u>Evaluating</u></b> To understand that artists/designers/craftsmakers use a variety of techniques and styles. To be able to compare the similarities and differences</p>		<p>when interpreting the same piece. To be able to look again at the same piece and notice new things following discussion.</p> <p><b><u>Evaluating</u></b> To develop critical thinking skills in order to evaluate their own work and that of others in a constructive way. To use their knowledge of a particular genre of art to date to make suggestions of how to improve their own work and that of others.</p>	
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		between artists/pieces of work using correct vocabulary.			
<b>Y3</b>	<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. Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p>	<p><b>Drawing</b> To know that different drawing media create different effects and change the mood of the piece. To understand that some media do not work well with certain techniques. To know how artists use sketchbooks to develop ideas and understand the processes used and how their ideas evolved, including the importance of simple annotations. Understand how artists use line in a composition to draw the eye to a specific area, create movement and to give perspective.</p> <p><b>Painting</b> Understand that colour washes can be created in different ways: on <b>wet paper</b> where a streak of watercolour is painted across a wet page; a <b>controlled wash</b> where the paint is mixed until watery in colour and consistency and painted for left to right on dry</p>	<p><b>Drawing:</b> Position, tone, shade, texture, line, vertical, horizontal, parallel, 3 dimensional, sketch, study, form, symbol, change, improve, adapt, annotate, process, mood, perspective</p> <p><b>Painting:</b> Abstract, natural, bold, delicate, detailed, watery, intense, strong, opaque, translucent, wash, tint, shade, background, foreground, controlled, fluid, middle ground, secondary, tertiary, mask</p> <p><b>3D:</b> Viewpoint, detail, decoration, natural, form, two-dimensional, three-dimensional, clay, roll, pinch, coil, slab, slip, score</p> <p><b>Printing:</b></p>	<p><b>Drawing</b> Experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc (looking closely at the type of line to fit the form). Create texture through rubbings and creating surface patterns with pencils (focus on different textures) to inform a final piece. Use a sketchbook to make notes about artists, skills and techniques. Annotate a sketchbook. Use sketches and begin to experiment and adapt ideas in sketchbooks to inform a finished piece. To use pattern, tone and texture in a finished observation drawing. To begin to experiment with and compare the effects created by graded pencil, charcoal, pastels. To develop observational drawing skills.</p>	<p>Stone age ancient Egypt violent earth</p> <p>Rex Ray (collage using montage) Derek Gores (collage using layer of smaller cut/torn pieces)</p> <p>Cave painting art using natural materials (fruit, soil etc)</p> <p>3D Brian Rochefort – sculptures inspired by volcanic eruptions.</p> <p>‘Lion Man’ prehistoric ivory sculpture Eugene seyguy – Butterflies (check minibeasts)</p> <p>Maggi Hambling (waves)</p> <p>Andy Singleton (waves using biro)</p> <p>Brian Scott (close ups of faces, expressions)</p>

		<p>paper with a wide brush; <b>wet on dry</b> where lines and shapes are painted on, left to dry and then adding another colour on top to colour mix; <b>wet on wet</b> (wet paint on wet paper creating a very fluid pieces where colours blend easily; by <b>masking areas</b> using masking fluid to create a 3 dimensional effect or using wax resist using white crayons or by adding salt to specific areas to soak up pigment.</p> <p>To know that finer brushes are suitable for smaller areas and to add detail and wider brushes are more effective for larger areas.</p> <p>To build on prior knowledge from Y2 of how to create secondary colours by using equal amounts of 2 primary colours using the colour wheel.</p> <p>Understand that tertiary colours are the result of equal amounts of one Primary Colour mixed with one of its nearest Secondary colours.</p> <p><b><u>3D</u></b></p>	<p>Imprint, impression, mould, monoprnt, background, surface, absorb, stencil, negative image, positive image, overlay, repeating, block, cut</p> <p><b>Collage &amp; Textiles:</b> Natural, Synthetic, collage, montage, layer, rip, position, overlap</p>	<p><b><u>Painting</u></b></p> <p>To mix secondary colours and predict the final colour (using the colour wheel) with increasing accuracy.</p> <p>To begin to look at tertiary colours.</p> <p>Use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes.</p> <p>Create a background using a wash with watercolours.</p> <p>I can use a range of brushes to create different effects in painting.</p> <p><b><u>3D</u></b></p> <p>To shape, form, model and construct from observation.</p> <p>To use a range of techniques in 3D work.</p> <p>Explore shaping clay including rolling and pinching e.g. slabs, coils.</p> <p>Join clay adequately including using slips and scores.</p> <p>Roll clay to an even thickness using battens.</p>	<p>Henri Matisse (drawing – simple faces/expressions)</p>
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		<p>To understand the terms roll, pinch, coil, slab, slips (watery clay), score (scratched crosshatched lines in clay where the slip is added) and how they are used in different ways to create a finished piece.</p> <p><b><u>Printing</u></b> To understand the processes used to create a printing block. To know how two overlays work together to create a finished design. To identify dual colour repeating prints in the environment.</p> <p><b><u>Collage/Textiles</u></b> Identify the key differences between a collage and montage.</p> <p><b><u>Digital Media</u></b> Recognise that digital art can incorporate the work of others. Identify artists who use this process in their work. Know how photos can be taken, uploaded and cropped and adapted.</p>		<p><b><u>Printing</u></b> To cut into a surface to create a printing block with two colour overlay to create repeating patterns.</p> <p><b><u>Collage/Textiles</u></b> Use ripping techniques in collage. Create a montage using a wider range of materials</p> <p><b><u>Digital Media</u></b> Use digital images and combine with other media in their own art. Use IT to create art which includes their own work and that of others. Use a digital camera/ipad to collect ideas.</p> <p><b><u>Exploring</u></b> Use sketch books to record observations (drawing, sketching, short annotations) and use them to explore, review and revisit ideas. Use a range visual and other information in</p>	

		<p>To know how to take and insert images into their own work using an appropriate ICT package. To understand the term 'photomontage'.</p> <p><b><u>Exploring</u></b> Recognise that sketchbooks are a vital process in art and design. Understand the artistic journey of an established artist through their use of experimentation, processes and annotations. Understand the importance of proportion, perspective, and the role light, shadow and tones when drawing faces.</p> <p><b><u>Artists and Designers</u></b> Understand techniques and processes used by an artist that has been studied in detail. Know the differences between art from the present day and from a different historical period (prehistoric art work and processes).</p> <p><b><u>Evaluating</u></b></p>		<p>sketchbooks to support their work (eg pictures of techniques, artist work, written information etc) Show facial expressions in art through experimentation and focusing on specific areas of the face as well as a whole (how to draw faces in proportion and individual aspects of the face must be taught prior to this).</p> <p><b><u>Artists and Designers</u></b> I can identify the techniques used by different artists. I recognise when art is from different cultures. I recognise when art is from different historical periods (Stone Age, Egyptians etc.)</p> <p><b><u>Evaluating</u></b> Comment on differences and similarities in my own work and the work of others using correct terminology.</p>	
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		<p>Understand the terminology for the processes used.</p> <p>Understand the importance a sketchbook plays in being able to practise skills through 'trial and error' and the importance of learning through making mistakes.</p>		<p>Adapt and improve their own work using ideas, observations and annotations from their sketchbooks.</p> <p>Take time to reflect upon what they like and dislike about their work in order to improve it.</p>	
<b>Y4</b>	<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. Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</p>	<p><b>Drawing</b></p> <p>Know what the terms depth, texture, tone, cross hatching, shading, dots, infill, layer mean and how they create different effects.</p> <p>Know the difference between shadow and reflection and their relationship to the direction of light on an object. Understand how shadow and silhouette can convey mood or emotion.</p> <p>Understand how artists make what they depict look three-dimensional, despite working in two dimensions, by creating an illusion of depth. Understand the terms foreground and background.</p> <p><b>Painting</b></p>	<p><b>Drawing:</b></p> <p>Observe, distance, direction, position, form, scale, texture, tone, weight, pressure, personality, 3 dimensional, depth, texture, tone, cross hatch, shade, infill, layer, shadow, reflection, light, silhouette, foreground, background, mood, emotion, movement</p> <p><b>Painting:</b></p> <p>Scenery, rural, urban, townscape, seascape, colour mixing, primary, secondary, tertiary, complimentary, colour wheel, warm, cold, analogous, consistency,</p>	<p><b>Drawing</b></p> <p>Use lines to create texture and depth (cross hatching, hatching, shading, dots etc) in an observational drawing.</p> <p>Solidly infill shapes with coloured pencils and produce a range of tones with each by using different pressures and layering of colours.</p> <p>Use marks and lines to show texture in my art in greater detail</p> <p>Show shadow or reflection by shading</p> <p>Select appropriate drawing materials for the task.</p> <p>Draw whole sketches with detail of surrounds (i.e. including the background.</p>	<p>Cleo Mussi/Gaudi (mosaics)</p> <p>Textiles – use natural vegetable dyes to create anglo saxon drawstring bags.</p> <p>David Hockney digital art (cubism photography)</p> <p>Orla Kiely (printing using up to 4 colours, repeated patterns, symmetry, reflection)</p> <p>Clare Caufield (cityscapes using simple line and colour including Newcastle)</p> <p>Georgia O'Keefe (shadow, shading,</p>

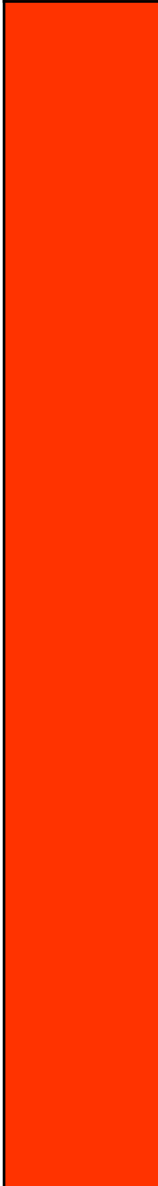


	<p>pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Review knowledge of primary, secondary, tertiary, 'warm', 'cold' colours from Years 1, 2 and 3. Understand what complementary colours are and how to identify them using the colour wheel. (Analogous colours are a group of three colours next to each other on a colour wheel). Know how the thickness and texture of paint can be changed.</p> <p><b>3D</b> Revisit and build upon skills covered in Y3. Identify tools and techniques used to create pattern and texture in other sculptures throughout history.</p> <p><b>Printing</b> Recap knowledge of printing from previous years, including what printmaking is used for. Understand the differences between relief and impressed prints and the processes involved. Know the meaning of the term 'rotation, reflection, edge-to edge.</p>	<p>tint, tone, shade, reflect, impressionist, abstract, natural, swirling, stippled, transparent, opaque, foreground, middle ground, horizon.</p> <p><b>3D:</b> Form, shape, texture, pattern, composition, profile, stylised, proportion, decoration, ornate, symbolic, perspective, natural, man-made, construct, mould, shape,</p> <p><b>Printing:</b> Block, Repeat, Continuous, rotate, reflect, relief, impressed, texture, pattern, overlapping, colour, geometric, rounded, curved, straight, irregular,</p> <p><b>Collage &amp; Textiles:</b> Daub, stamp, emblem, motif, ornamentation, geometric, stylised, abstract. tie and dye,</p>	<p>Confidently work from imagination. Express different feelings through drawing (can also be taught through silhouettes and shadows).</p> <p><b>Painting</b> To create a piece of art work with textural effects Use the colour wheel to mix different shades of the same colour (tertiary colours), name them and identify complementary colours. Build on prior knowledge of how to use tints and shades - to lighten and darken with the use of black and white. Create and work with different consistencies of paint</p> <p><b>3D</b> To sculpt mouldable materials to create a sculpture/model with surface decoration such as patterns/textures etc.</p>	<p>observation, colour layering)</p> <p>Hannah Hoch (digital art – using parts of photographs to create a collage)</p> <p>David Hockney (different paint effects giving varied textures, wide range of genres)</p> <p>Van Gogh (textures of paint)</p> <p>Jenny Holzer (Truisms-photography/digital art)</p>
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		<p>Look at artists who use multiple colours and techniques in printmaking.</p> <p><b><u>Collage/Textiles</u></b> Understand the difference between 'tactile' and 'visual' texture. Describe qualities of texture in existing or real objects, which they can actually touch (tactile texture). Understand textures depicted or suggested in works of art (visual texture). Describe qualities of texture (eg rough, smooth, ridged, etc.) Understand how natural dyes were used during key historical periods.</p> <p><b><u>Digital Media</u></b> Build on knowledge in Y3 of how digital art can be created by including multiple images. Know how mood is influenced and messages conveyed in photography through use of filters, light and shadow.</p> <p><b><u>Exploring</u></b> Understand that form is a term useful for describing</p>	<p>natural, synthetic, vat, bunching, dip, soak, resist, tactile, visual, texture, rough, smooth, ridged, fabric, overlay, layer, surface,</p>	<p><b><u>Printing</u></b> To build up repeated patterns with rotation/ reflection or edge to edge printing. Use relief and impressed printing processes. I can print onto different materials using at least four colours.</p> <p><b><u>Collage/Textiles</u></b> Use the technique of overlaying - building up layers on the surface/colour mixes Produce work that sometimes can be both visual and tactile. Create and use natural dyes to colour fabric eg onion skins.</p> <p><b><u>Digital Media</u></b> Use digital images and combine with other media in my art in a variety of ways. I can use IT to create art which includes my own work and that of others with greater confidence.</p>	
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		<p>complex shapes, such as the 'form' of a human figure, or the form of a tree.</p> <p>Identify ways to describe form in artwork. Understand the terms two dimensional (height, width), and three dimensional (height, width, depth). Begin to consider what perspective is. Make links to the relationship between two dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder.</p> <p><b><u>Artists and Designers</u></b> Study a key artist/designer in detail. Know key facts such as name, nationality, when they lived, where they took their inspiration from and their style or art/design.</p> <p><b><u>Evaluating</u></b> Have an understanding of the skills used in order to explain what they used and what they intended this to represent. To know the steps needed to problem solve to enable them</p>		<p>Use a program to create mood within digital photography.</p> <p><b><u>Exploring</u></b> I can communicate their own ideas and meanings through a range of materials and processes for a range of purposes I can identify the different forms art takes: books, pictures, wallpaper, fabrics, etc. I can show facial expressions and body language in sketches and paintings. I can use line, tone, shape and colour to represent figures and forms in movement. I can show reflections in my art. Keep and use detailed notes in a sketchbook. Experiment with combinations of materials and techniques. Consider the end point when adapting and improving their work.</p>	
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		to correct or improve an aspect of their work.		Develop and improve their own style.  <b>Artists and Designers</b> I can experiment with the styles used by other artists. I can research the work of an artist and use their work to replicate a style.  <b>Evaluating</b> I can look at and talk about the work of other artists Regularly reflect upon their own work and use comparisons with the work of others	
Y5	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. Pupils should be taught:  to create sketch books to record their observations and use them to review and revisit ideas	<b>Drawing</b> Know how to draw simple objects and use marks and lines to produce texture and use shading to create mood and feeling. Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to draw pictures with perspective.  <b>Painting</b>	<b>Drawing:</b> Viewpoint, distance, direction, angle, perspective, bird's eye view, alter, modify, natural form, image, subject, portrait, expression, tone, texture, shade, mood, feeling, fluent, flowing, expressive, stipple, cross hatch, scumble  <b>Painting:</b>	<b>Drawing</b> To use different grades of pencil to create depth and 3D perspective on an observational drawing I can draw the layout of a face and figure. Experiment with shading techniques using different media (light/dark – pencil, charcoal, fine liners/berol pens) Use marks and lines to produce texture.	Biatrix Milhazes – Brazilian artist specialising in kaleidoscopic paint and collage  Helen Musselwhite – collage (Creating 3D landscapes through folding, layering etc)  Delita Martin (digital art using a base photo and adding a variety of effects as layers)

	<p>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]</p> <p>about great artists, architects and designers in history.</p>	<p>Know how to recreate a painting by selecting appropriate tools and techniques.</p> <p>Know how to recreate colours, tints and tones to replicate a piece of artwork.</p> <p><b>3D</b> Understand how to combine materials and processes to design and make a 3D form by sculpting clay and other moldable materials. Name different decorative techniques</p> <p>Know how to plan a sculpture through drawing and other preparatory work.</p> <p><b>Printing</b> Revisit knowledge from previous year groups to know how to create their own printing block by planning and organising the sequencing of each layer in order to print, using a number of colours, to create an accurate print design that meets a given criteria.</p>	<p>Representational, replicate, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense.</p> <p><b>3D:</b> Realistic, proportion, surface texture, balance, scale, relationship, transform, movement, composition, structure, construct, flexible, pliable, hollow, solid, surface, plane, angle, slip, attach, mold, join, decoration, embellish</p> <p><b>Printing:</b> Printing plate, block, inking up, water-based, oil-based, overlap, intaglio, relief, etching, engraving, indentation, collograph, pressure, layer, precise</p> <p><b>Collage &amp; Textiles:</b></p>	<p>Use shading to create mood and feeling. Explain why they have chosen specific materials to draw with.</p> <p><b>Painting</b> To replicate a painting using different paint thicknesses and brushwork for effect. Combine a range of colours, tints, tones and shades.</p> <p><b>3D</b> To confidently sculpt mouldable materials to create a sculpture/model with surface decoration</p> <p><b>Printing</b> Create a printing block and use it to create a design with more than 2 colours by designing and drawing out what each layer would look like and deciding upon the sequence needed to produce the final design.</p> <p><b>Collage/Textiles</b></p>	<p>Frida Kahlo (Mexican art)</p> <p>Helen Coucher/ Oenone Hammersley (Rainforests)</p> <p>Mayan sculpture (google search)</p>

		<p><b><u>Collage/Textiles</u></b> Use their knowledge of colour linked to mood/feeling to explain choices in their own or another artist's work.</p> <p><b><u>Digital Media</u></b> Explain how they created artwork which includes the integration of digital images they have taken. Understand how to take digital photos and use software to later them, adapt them and create work with meaning. Know which software to use to create digital images with animation, video and sound to communicate their ideas.</p> <p><b><u>Exploring</u></b> Know how to use the work of others by looking at their work in books, the internet, gallery visits (real or virtual) and other sources of information to assist them in making revisions and adaptations to their work.</p> <p><b><u>Artists and Designers</u></b></p>	<p>textiles, material, Embellished, Manipulated, Replicate, fold, repeat, overlap, layer, visual, tactile, texture, uneven, bumpy, rough, jagged, coarse, smooth, plain, soft, glossy, silky</p>	<p>Use the techniques of folding, repeating and overlapping with a variety of different collage mediums to produce a piece with visual/tactile qualities to express mood or emotion.</p> <p><b><u>Digital Media</u></b> Use images that are created, scanned and found; altering them where necessary to create art. Integrate their own digital images into their own art. Begin to add additional effects such as sound, simple animation etc.</p> <p><b><u>Exploring</u></b> Analyse and comment on their own and others' ideas, methods and approaches. Make on-going revisions. Refine their work, often with several adaptations, to move towards an end point.</p> <p><b><u>Artists and Designers</u></b></p>	

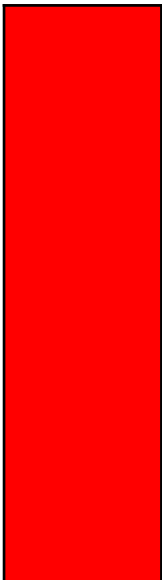
		<p>Study a key artist/designer in detail. Know key facts such as name, nationality, when they lived, where they took their inspiration from and their style or art/design. Discuss the cultural significance of the artist and or their work.</p> <p><b><u>Evaluating</u></b> Review and talk confidently about primary, secondary, tertiary, 'warm', 'cold', analogous and complementary colours. Explain the impact of hue, tint, tone, shades and mood. Discuss the use of texture in colour and purpose. Explain the importance of keeping notes in their sketch books about how they might develop their work.</p>		<p>Identify the techniques used by different artists. Develop critical evaluation skills to assess their own work and that of others. Recognise when art is from different cultures, historical periods or geographical areas and make links to its cultural significance.</p> <p><b><u>Evaluating</u></b> Comment on ideas, methods and approaches in their work and the work of others. Relate ideas, methods and approaches to the context in which a work was created. Adapt and improve their work to achieve the intended outcome. Regularly analyse and reflect on their progress taking account of what they hoped to achieve through annotations in sketchbooks.</p>	
<b>Y6</b>	Pupils should be taught to develop their techniques, including their control and their use of materials,	<b><u>Drawing</u></b> Understand the relationship between line and movement.	<b><u>Drawing:</u></b> Action, motion, balance, perspective, direction, dynamic,	<b><u>Drawing</u></b> To use a variety of media to draw with perspective (including different grades	Pitman Painters  Ray Lonsdale (local sculpture)

	<p>with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p>	<p>Explain why they have combined different tools to create their drawings</p> <p>Know why they have chosen specific drawing techniques.</p> <p>Understand how to organise their work to draw with perspective.</p> <p><b>Painting</b></p> <p>Explain what their own preferred style is and why.</p> <p>Describe the purpose of the colour, patterns and textures in their work.</p> <p>Explain what they have chosen for specific painting techniques.</p> <p><b>3D</b></p> <p>Understand how to create models on a range of scales.</p> <p>Understand how to include both visual and tactile elements in their work and can confidently explain their choices to an audience.</p> <p>Know how to plan a sculpture through drawing and other preparatory work in their sketchbooks and explain their processes.</p>	<p>imbalance, movement, poised, transition, viewpoint, weight, stipple, cross hatch, shade, smudge, blend, density, symmetrical, asymmetrical, calm, still, complex, peaceful, precise, irregular</p> <p><b>Painting:</b></p> <p>Still life, traditional, modern, abstract, imaginary, natural, made, inanimate, composition, arrangement, complimentary, tonal, shading, density.</p> <p><b>3D:</b></p> <p>Line, shape, pose, position, gesture, repetition, sequence, dynamic, flowing, motion, rhythm, proportion, balance, scale, proportion, visual, tactile, intricate.</p> <p><b>Printing:</b></p> <p>Aesthetic, pattern, motif, rotation,</p>	<p>of pencil, ink, biro, pastel, charcoal etc.)</p> <p>Draw the layout of the figure in motion.</p> <p>Select different techniques for different purposes: shading, smudging, etc.</p> <p><b>Painting</b></p> <p>To create a painting which uses complementary and contrasting colours in watercolour or acrylic.</p> <p>Replicate patterns, colours and textures in their work.</p> <p>I can confidently work from imagination.</p> <p><b>3D</b></p> <p>To create a complicated 3D model/sculpture taking into account the properties of materials being used</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from imagination with confidence.</p> <p>Take into account the properties of media being used and use appropriate media for a specific purpose</p>	<p>Clementine Hunter (self-taught black artist from Louisiana depicting life on plantations, flowers)</p> <p>Deborah Roberts (digital mixed media uses aspects of digital art/collage effects to create figures – Black African American artist)</p> <p>Pop artists (Keith Haring, Andy Warhol, Roy Liechtenstein, Peter Blake)</p> <p>Derek Gores (collage using torn up pieces of magazines etc. to create images)</p> <p>Gemma Correll illustrations (links to mental health/wellbeing/Fridays are)</p>
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		<p><b><u>Printing</u></b> Understand how to overprint using different colours and objects Carefully explain the reasons behind the materials they use and the effectiveness of their printing methods. Talk with confidence about the different methods used in printing and where they might be used in the real world.</p> <p><b><u>Collage/Textiles</u></b> Confidently justify materials they have chosen. Understand how to combine pattern, tone, texture and shape to convey mood and explain their choices. Use a wide range of previously learnt collage techniques.</p> <p><b><u>Digital Media</u></b> Understand how to use a range of software packages and processes to create pieces of digital art. Know how to create a piece of art which can be used as part of a wider presentation/for an intended audience.</p>	<p>reflection, symmetrical, repetition, relief, tie and dye, overprint, batik</p> <p><b><u>Collage &amp; Textiles:</u></b> Manipulation, ruching, embellish, accentuate, enhance, detract, practicality, aesthetic.</p>	<p><b><u>Printing</u></b> Print with a variety of objects to create a complex pattern. Combine prints taken from different objects to produce an end piece. Produce pictorial and patterned prints. Use printing techniques such as relief works (batik) and tie-dye. Over print to create different patterns.</p> <p><b><u>Collage/Textiles</u></b> Arrange and re-arrange colours, shapes and texture for effect before completion of the final composition Produce collages, that express mood (use of all other previous techniques-consolidated</p> <p><b><u>Digital Media</u></b> Use a range of previously learnt e-resources to create their own piece art with confidence.</p> <p><b><u>Exploring</u></b></p>	
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		<p><b><u>Exploring</u></b>  Understand how to make a record about the styles and qualities in their work through use of sketchbooks.  Are able to make links between their own works and careers in art, design and crafts.</p> <p><b><u>Artists and Designers</u></b>  Can talk in detail about an artist or artists, including the social, moral, spiritual and cultural impacts their work might have had and by making comparisons.  Are able to confidently say what their work is influenced by.</p> <p><b><u>Evaluating</u></b>  *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 painting e.g. foreground, middle ground and background. *Show an</p>		
			<p>Explore and experiment to plan and collect source material for future work using a wide range of sources.  Use perspective in both abstract and real life art.</p> <p><b><u>Artists and Designers</u></b>  Explain the style of their work and how it has been influenced by a famous artist.  Are able to research, comment and compare the work of different artists and use their work to replicate a style.  I can explain some of the features of art from historical periods</p> <p><b><u>Evaluating</u></b>  I can look at and talk about the work of other artists. (about great artists, architects and designers in history.)  I can adapt and refine my work to reflect my view of its purpose and meaning</p>	

		awareness of how paintings are created ie composition		<p>I can explain why I have used different tools to create art.</p> <p>Provide a reasoned evaluation of both their own and professional's work which takes account of the starting point, intentions and context behind the work</p> <p>I can explain why I have chosen specific techniques to create my art.</p> <p>I can use feedback to make amendments and improvements to my art.</p>	
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