



National curriculum objectives

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

Milestones for full cycle (to include art topics and themed week)

Painting, drawing, and sculpture to be covered over the full cycle (to include 2 half terms and 1 Themed Week, with all areas being covered).

Art and Design Skill	Year 1/2	Year 3/4	Year 5/6
Developing ideas	<ul style="list-style-type: none"> Develop ideas and talk about their ideas 	<ul style="list-style-type: none"> Develop ideas from starting points Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Begin to comment on artworks using visual language 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Comment on artworks with a fluent grasp of visual language.
To take inspiration from the greats (classic and modern)	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.

				<ul style="list-style-type: none"> • Create original pieces that show a range of influences and styles.
Mastering techniques in:	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p>Access Art units: Year 2- colour wheel (Y2)</p>	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>Access Art units: Painting A Rainbow Forest</p>	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists <p>Access Art units: David Parr House – “What’s Your Space?”</p>
	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. <p>Access Art units: Drawing cartoon characters</p>	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <p>Access Art units: Quentin Blake’s drawings</p>	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement <p>Access Art units: Celebrating Class Success</p>
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern.

		<ul style="list-style-type: none"> Use techniques such as rolling, cutting, moulding and carving. <p>Access Art units: Making boats that float</p>	<ul style="list-style-type: none"> Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. <p>Access Art units: Sculptural characters inspired by Dahl and Blake</p>	<ul style="list-style-type: none"> Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form <p>Access Art units: All that glitters Fruit Pinch Pots</p>
--	--	--	--	---

Potential 3 lesson overview:

1. Study artist and practise skill
2. Practise skill
3. Create own outcome

Hook Days, Innovate and lunchtime Art clubs:

Art and Design Skill	Year 1/2	Year 3/4	Year 5/6
Print	<ul style="list-style-type: none"> Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. shells, vegetables or sponges). Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. 	<ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.
Collage	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.
Textiles	<ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. 	<ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.
Digital media	<ul style="list-style-type: none"> Included in Computing units 	<ul style="list-style-type: none"> Included in Computing units 	<ul style="list-style-type: none"> Included in Computing units

