

<i>Component Knowledge</i>	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MAKING SKILLS	<p><u>DRAWING</u> To explore mark making by having the opportunity to play with lots of different drawing materials inside and outside of the classroom. To take inspiration from the world around them and current learning and begin to include these in their drawings.</p> <p><u>PAINTING</u> To experiment using paintbrushes and fingers to paint basic forms and scenes.</p> <p><u>PRINTING, SCULPTURE AND COLLAGE</u> To make different shapes and forms with dough and clay with purpose (cut, roll, coil). To build sculptures and structures with various materials.</p>	<p><u>DRAWING</u> To explore mark making, experiment with drawing lines. To draw lines of different shape, length and thickness using a pencil. To begin to draw basic shapes after observing an object.</p> <p><u>PAINTING</u> To develop skill and control when painting to create basic shapes with a medium sized brush. To paint something seen first-hand.</p> <p><u>PRINTING, SCULPTURE AND COLLAGE</u> To learn about a range of materials and techniques such as clay-etching, printing and collage. <i>Optional depending on topic –</i> To design and make own printing block. To form different shapes using clay for a purpose-use tools to cut, roll, coil.</p>	<p><u>DRAWING</u> To explore drawing techniques and start to apply tone (light and dark) to show form. To begin to develop control with a range of drawing materials (pens, pastels and different grades of pencils) to experiment different effects. To focus on a specific part of an object and draw it.</p> <p><u>PAINTING</u> To further improve skill and control when painting by choosing the right brush size for the task, beginning to add finer detail using smaller brushes.</p> <p><u>PRINTING, SCULPTURE AND COLLAGE</u> To use a range of materials to design and make products including printmaking, clay and collage. <i>Optional depending on main topic-</i></p>	<p><u>DRAWING</u> To develop drawing skills by drawing from observation, using some geometry and shading when drawing. To use a range of drawing media confidently (charcoal, different grades of pencils, pastels, colouring pencils, ink and biro). To sketch a design and use it to make a final piece.</p> <p><u>PAINTING</u> To increase skill and control when painting using a range of different medias (watercolour, acrylic, poster paint). To use a range of brushes to create different effects.</p> <p><u>PRINTING, SCULPTURE AND COLLAGE</u> To use a range of materials to design and make products</p>	<p><u>DRAWING</u> To draw a still life from observation. To continue to develop an understanding of geometry and proportion when drawing (building up perspective).</p> <p><u>PAINTING</u> To develop skill and control when painting. To apply expression and creativity to own paintings. To understand that paints have different properties and need to be applied differently.</p> <p><u>PRINTING, SCULPTURE AND COLLAGE</u> To create sculptures and prints using a range of materials. To use photography to inspire their art (experiment with photography apps and photomontage).</p>	<p><u>DRAWING</u> To continue drawing from observation moving to more complex studies (movement, reflections, architecture). To draw using perspective and mathematical processes. To add in greater detail to drawings.</p> <p><u>PAINTING</u> To control brush strokes and apply tints (light) and shades (dark) when painting. To paint with greater skill and expression (show moods and emotions).</p> <p><u>PRINTING, SCULPTURE AND COLLAGE</u> To create sculptures and prints using a range of materials. To use photography to inspire their art</p>	<p><u>DRAWING</u> To learn and apply new drawing techniques such as gestural drawing (figures moving), chiaroscuro (light and dark) and still life.</p> <p><u>PAINTING</u> To paint with greater skill and control. To apply tone and more complex colour theory to own work. To explain why they have chosen specific painting techniques in their work.</p> <p><u>PRINTING, SCULPTURE AND COLLAGE</u> To create sculptures and prints using a range of materials. To use photography to inspire their art (experiment with photography apps and photomontage). <i>Optional depending on topic -</i></p>

	<p>To use a range of materials to print of patterns (fruit, vegetable, lego, sponges). To make collages by collecting various materials to create an image.</p>	<p>To find, cut and tear materials to make a collage.</p>	<p>To practise different types of printing – monoprint and block printing (using sponge). To form different shapes using clay for a purpose- use tools to cut, roll, coil. To find, cut and tear materials to make a collage.</p>	<p>including printmaking, clay and collage. <i>Optional depending on main topic –</i> To practise different types of printing – monoprint, block printing. To practise different types of making sculpture – Modroc, wire, clay, paper mâché, sticks, found materials.</p>	<p><i>Optional depending on topic -</i> To practise different types of printing – screenprint, collagraph, etching/engraving. To practise different types of making sculpture – Modroc, wire, clay, paper mâché, sticks, found materials.</p>	<p>(experiment with photography apps and photomontage). <i>Optional depending on topic -</i> To practise different types of printing – screenprint, collagraph, etching/engraving. To practise different types of making sculpture – Modroc, wire, clay, paper mâché, sticks, found materials.</p>	<p>To practise different types of printing – screenprint, collagraph, etching/engraving. To practise different types of making sculpture – Modroc, wire, clay, paper mâché, sticks, found materials.</p>
FORMAL TECHNIQUES	<p><u>COLOUR</u> To be introduced to the primary colours and begin to experiment mixing them (using paint, playdough, crayons). To start to choose the right colours to paint given objects and scenes.</p> <p><u>LINE</u> To begin experimenting with lines to make shapes and patterns – use string, sticks etc.</p>	<p><u>COLOUR AND TONE</u> To remember the primary colours and how to mix them to create secondary colours. To begin to create shades (adding black) of colours and justify the chosen colours based on the purpose. To understand what tone is (the lightness and darkness of a colour) and how to apply this to their own work – using tone when drawing to create lighter and darker effects.</p>	<p><u>COLOUR AND TONE</u> To mix, apply and refine colour mixing for a purpose – beginning to use some tints by adding white. To describe colour selections. To use tone to create form when drawing by learning simple shading rules.</p> <p><u>LINE</u> To draw lines with increased skill and confidence. To use line to show create a form and</p>	<p><u>COLOUR AND TONE</u> To build the understanding of mixing and applying colour – natural and synthetic paints. To use tints (add white) and shades (add black) when mixing colours for different purposes. To begin to understand colour theory and use the colour wheel. To continue to use simple shading rules and link to creating form and shape in art.</p>	<p><u>COLOUR AND TONE</u> To begin to analyse and describe colour and painting techniques in artists’ work. To use tints and shades when mixing colours for different purposes. To understand tone in more depth to create 3D effects – linking to shadows and highlights when drawing and painting. To analyse and describe use of tone in artists’ work.</p>	<p><u>COLOUR AND TONE</u> To analyse and describe colour and painting techniques in artists’ work. To select and mix more complex colours to show thoughts and feelings. To develop confidence when applying tone when drawing and painting – thinking about highlights and shadows. To analyse artists’ use of tone.</p>	<p><u>COLOUR AND TONE</u> To mix and apply colours to represent still life objects from observation. To express feelings and emotions through colour. To increase awareness of using tone to describe light and shade, contrast, highlight and shadow. To use tone to create chiaroscuro techniques.</p>

FORM AND SPACE

To learn about form and space through making basic models out of clay.

PATTERN

To think about how shapes and designs can be repeated to make a pattern.
To observe patterns that are around them – organic and artificial.

SHAPE

To begin to identify shapes used in art and start to use shapes in their own artwork to create an image – starting with simple geometric shapes.

TEXTURE

To experiment adding texture by adding a range of materials to their art – both natural and synthetic.

LINE

To use and experiment with line for purpose – creating outlines and edges and using it for shading.

SPACE

To begin to understand the purpose of the area around and within objects, forms, shapes, and lines.
To think about the composition of their art.

PATTERN

To understand patterns in nature as well as human design and to make patterns using a range of materials.

SHAPE AND FORM

To identify the use of shapes in art and describe and use shape for purpose in own art – starting with simple geometric shapes.
To learn about form by making simple three-dimensional sculptures and developing language to describe.

begin to shade using line

SPACE

To experiment with the composition of their artwork for a certain purpose.
To begin to see how artists use line, tone and colour to create a three-dimensional space.

PATTERN

To learn a range of techniques to make repeating and nonrepeating patterns and try some of these themselves – printing, photography, collage.
To identify natural and man-made patterns around them.

SHAPE AND FORM

To learn that shapes in art can either be geometric or organic and to identify these in art.
To begin to use a range of shapes within their own artworks.

LINE

To show organic and geometric shapes and forms through different types of line and understand the purpose of using specific lines in art.

SPACE

To understand the use of positive and negative space in art.
To create an illusion of 3D space using line, colour and tone.

PATTERN

To construct a variety of more complex patterns through various methods – printing, photography, painting.

SHAPE AND FORM

To identify geometric and organic shapes within images and objects and begin to use these to create their own images.
To develop ability to create and describe 3D

LINE

To analyse and describe how artists use line in their work.
To continue to use line to show geometric and organic forms and shapes as well as shading.

SPACE

To understand the use of positive and negative space in art and begin using this in their own creations.
To gain confidence creating an illusion of 3D space using line, colour and tone.

PATTERN

To create original designs for patterns using repeating shapes.
To analyse and describe how other artists use pattern.

SHAPE AND FORM

To create geometric compositions using mathematical shapes –

LINE

To analyse and describe how artists use line in their work.
To continue to use line to show geometric and organic forms and shapes as well as shading.
To add line to use precise detailing to own art.

SPACE

To begin to create realistic three-dimensional spaces in their art-work considering perspective and scale.

PATTERN

To construct patterns through various methods with both organic and geometric shapes.

SHAPE AND FORM

To create geometric compositions using mathematical shapes

LINE

To deepen knowledge and understanding of using line when drawing portraits.
To study and apply the techniques of other artists in their own art.

SPACE

To create realistic three-dimensional spaces in their artwork considering perspective and scale.

PATTERN

To create complex artwork using their knowledge of pattern.

SHAPE AND FORM

To fluently sketch key shapes of objects when drawing.
To create abstract compositions using shape.
To express a message through sculpture.

		<p><u>TEXTURE</u> To use a range of materials to create textures in own art for a purpose – thicker paints, paper and card, natural materials. To add texture to clay using tools.</p>	<p>To extend their ability to create 3D sculptural forms.</p> <p><u>TEXTURE</u> To identify and describe different textures. To select and use appropriate materials to create textures in own art – thinking about how art materials can be manipulated to create texture.</p>	<p>form in a range of materials,</p> <p><u>TEXTURE</u> To develop an understanding of texture through practical experiments with materials to link with a purpose.</p>	<p>creating landscapes and portraits. To analyse and describe the use of shape in artist’s work. To develop ability to create 3D forms using a range of materials (clay, Modroc, wire). To analyse and describe how artists use and apply form in their work and begin to use in their own art.</p> <p><u>TEXTURE</u> To use a range of natural and synthetic materials to express complex textures – in printing, sculpture and painting.</p>	<p>– creating landscapes and portraits. To analyse and evaluate artists’ use of shape. To extend ability to describe and model form in 3D using a range of materials. To analyse and describe how artists use and apply form in their work.</p> <p><u>TEXTURE</u> To develop an understanding of texture through practical making activities.</p>	<p>To analyse and describe how artists use and apply form in their work.</p> <p><u>TEXTURE</u> To understand how artists manipulate materials to create texture and echo in their own art – how to create implied texture.</p>
EVALUATION SKILLS	To begin to say what they like about their own and their peers’ art work.	To self-assess their own skills in making their art – to say what went well, what was difficult and what they could have improved. To recognise and describe key features of their own and other’s work.	To self-assess their own skills in making their art – to say what went well, what was difficult and what they could have improved. To begin to compare other’s artwork (peers and original artist) and	To discuss own and other’s work using an increasingly sophisticated use of art language (focusing on the formal elements). To compare other’s artwork (peers and original artist) and identify similarities and differences.	To use more complex art-based vocabulary when discussing own and others’ art. To use their own and other’s opinion of work to identify areas of improvement. To reflect on their own work and skills in	To develop a greater understanding of vocabulary when discussing their own and others’ work To regularly analyse and reflect on their purpose and choices in creating their art – skills, materials, techniques.	To use key art vocabulary with greater sophistication when discussing own and others’ art. To give reasoned evaluations of their own and others work which takes account of context and intention of their art.

		To describe what they feel about their work and the art of others.	identify similarities and differences. To describe choices and preferences using basic art-based vocabulary.	To reflect on their own work in order to make improvements.	order to make improvements.		
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EXPLORING IDEAS

EYFS –

To use creative materials (supplied by the teacher as well child initiated) to develop their skills and ideas. Teacher to keep record in their learning journals.

YEARS 1 – 6 –

To use sketchbooks to record thoughts and ideas and to experiment with key skills and materials prior to a ‘final piece.’

YEARS 3 - 6 –

To use sketchbooks for planning and refining work.

To record observations, thoughts and ideas and to develop skill and technique.

To develop ideas through sketches and annotations.

YEARS 5 – 6 -

To make personal investigations and record observations in sketchbooks.

To record experiments with media and try out new techniques and processes in sketchbooks.

CREATING ORIGINAL ARTWORK

ALL YEARS -

To create their own art with a purpose and intention that is personal to them.

To use artists’ work to develop and stimulate their own original artwork.

To gain inspiration for their artwork from the natural world.

KEY STAGE 2 -

To use literary sources to inspire art.

To express thoughts, feelings, and ideas through the creation of art (messages, graphics, text, images).

To represent ideas from multiple perspectives.

To create and invent art for different purposes (architectural designs, fashion, branding)

To develop personal and imaginative responses to a theme.