

Our Art Intent

Our goal for Art and Design education is that children are able to use their creativity to interpret and respond to the world around them, by developing:

- proficiency with art and design skills and techniques.
- understanding of the history of art.
- and the ability to use their skills and imagination to create and express themselves through art.

Our Art Implementation

Christ Church uses a variety of teaching and learning styles in Art lessons. The principal aim is to develop children to engage, progress, enjoy and express themselves through a variety of art forms, to explore values, attitudes, feelings, and meanings.

- Provide an arts curriculum of quality, range, and depth.
- Provide opportunities for cross-curricular work.
- Provide opportunities for pupils to learn about the arts of diverse cultures.
- Provide opportunities to develop self-esteem, confidence, and maturity through participation in the arts.
- Ensure that arts teachers have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with developments in the arts.
- Provide Gifted and Talented children to develop their skills further. Develop children's interest in and ability to create, appreciate and make critical judgements about artworks.
- Give all pupils opportunities to observe, plan, design, complete and perform/exhibit in a range of artforms.
- Encourage pupils to work as individuals and in groups to share arts experiences and present artworks to others.

Christ Church Artists will ...

Talk of the love of art.

Respond to ideas and starting points.

Explore ideas and collect visual information.

Explore different methods and materials as ideas develop.

Understand 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.

use inspiration from famous artists to replicate a piece of work.

Reflect upon their work inspired by a famous notable artist and the development of their art skills.

Express an opinion on the work of famous, notable artists and refer to techniques and effect.

Nursery – Art and Design				
Term	Physical Development	Understanding of the World	Expressive Art and Design	Vocabulary
Autumn Spring Summer	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Explore how things work.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>pencil, crayon, paint, ink, chalk, paintbrush, pastel, roll, rub, press, dots, lines, shapes, paper, straw, card, clay, repeat, overlap, cut, tear, glue, sort, materials</p> <p>portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>

			Create closed shapes with continuous lines and begin to use these shapes to represent objects.	
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Reception – Art and Design			
Term	Physical Development	Expressive Art and Design	Vocabulary
Autumn Spring	<p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination, and agility.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources, and skills.</p>	<p>pencil, crayon, paint, ink, chalk, paintbrush, pastel, roll, rub, press, dots, lines, shapes, paper, straw, card, clay, repeat, overlap, cut, tear, glue, sort, materials</p> <p>portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>
Summer ELG	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes, and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>	<p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and functions.</p> <p>Share their creations, explaining the process they have used.</p>	

By the end of year EYFS pupils in Art and Design ...
<p>Artists</p> <p>Drawing</p> <ul style="list-style-type: none"> • Can ch use different media to name, match and draw horizontal/vertical lines and circles? • Are ch able to draw a representation of an event, person or object and talk about what they have done? <p>Painting</p> <ul style="list-style-type: none"> • Can children talk about differences in colours they see in the environment? • Are ch able to choose colours to paint a picture on different media and with different equipment? <p>Printing</p> <ul style="list-style-type: none"> • Are ch able to print using a range of manmade and natural objects or their own bodies? <p>Collage</p>

- Can children select their own materials and stick them down to create a picture?
- Textiles
- Can ch describe the colour and feel of different materials?
- Sculpture /3D Work
- Can ch make a sculpture from junk modelling resources?
- Exploring and Developing Ideas
- Can children use their skills and explore concepts and ideas through their representations?
 - With support can children think about what they want to make, the process that might be involved and the materials they would need?
- Evaluating and Developing Work
- Can children talk about what their work means to them.

Year 1 (1st Year Cycle) – Autumn 2 – Art: Textiles

Knowledge	Skills	Vocabulary	Resources
<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. • 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>Cut and shape fabric using scissors/snips Apply shapes by glue or by stitching Create fabrics by weaving materials Match and sort fabrics and threads for colour, texture, length, size, and shape Apply decoration using beads, buttons, feathers etc. Apply colour with printing or fabric crayons Make paper weaving Christmas cards Victorian weaving linked to Bury textile mills Michael Crompton (Radcliffe)</p>	<p>repeat, overlap, cut, tear, glue, sort, materials portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Paper strips Fabric glue Card looms/wooden looms for group work</p>

Year 1 (1 st Year Cycle) – Spring 1 – Art: Sculpture			
Knowledge	Skills	Vocabulary	Resources
<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. 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. 	Manipulate malleable materials Understand the safety and basic care of materials and tools Explore sculpture with a range of malleable media Experiment with constructing and joining recycled, natural, and manmade materials Make an Innuit igloo using clay and add texture by marking out the ice blocks with tools.	roll, rub, press, dots, lines, shapes, paper, straw, card, clay, repeat,	Plasticine Play dough Salt dough Clay Rolling boards and tools Variety of junk PVA/Marvin Medium

Year 1 (1 st Year Cycle) – Summer 1 – Art: Printing			
Knowledge	Skills	Vocabulary	Resources
<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. 	Print with a range of soft and hard material Build repeating patterns and recognise patterns in the environment Introduce mono printing with rollers Rangoli Patterns	roll, rub, press, dots, lines, shapes, paper, straw, card, repeat, overlap, background, foreground, (straight / wavy / sharp / thick / thin etc)	Papers Paint/Printing Paint Rollers Trays

Year 1 (2nd Year Cycle) – Autumn 1 – Art: Drawing			
Knowledge	Skills	Vocabulary	Resources
<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>Experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal and chalk</p> <p>Draw on different surfaces with a range of media</p> <p>Observe and draw shapes from observations</p> <p>Name, match and draw lines/marks from observations</p> <p>Investigate tone by drawing light/dark marks</p> <p>Investigate textures by describing, naming, rubbing, and copying</p> <p>Drawings of Florence Nightingale</p>	<p>pencil, crayon, paint, ink, chalk, paintbrush, pastel</p> <p>portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Pencils hard and soft</p> <p>Coloured pencils</p> <p>Charcoal</p> <p>Chalk</p> <p>Pastels</p>

Year 1 (2 nd Year Cycle) – Spring 1 – Art: Collage			
Knowledge	Skills	Vocabulary	Resources
<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>Create images from a variety of media</p> <p>Fold, crumple, tear and overlap papers</p> <p>Create and arrange shapes appropriately</p> <p>Work on different scales</p> <p>Arrange and glue materials to different backgrounds</p> <p>Collage of the Great Fire of London</p>	<p>lines, shapes, paper, straw, card, clay, repeat, overlap, cut, tear, glue, sort, materials</p> <p>portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Magazines</p> <p>Newspaper</p> <p>PVA glue</p> <p>Variety of papers-tissue, crepe, card and coloured.</p> <p>Selection of collage materials from central resources for children to choose from.</p>

Year 1 (2 nd Year Cycle) – Spring 2 – Art: Painting			
Knowledge	Skills	Vocabulary	Resources
<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. 	Use brushes of different size and type Explore the relationships between colours Look for colours in images and artefacts Work on different scales Identify the primary colours by name Use a simple graphics package to create images and effects-focus on the eraser and pen Painting of the Great Fire of London	paint, paintbrush, lines, shapes, paper portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)	Medium brushes long and short handled Poster paints pallet Variety of paper of different colours and textures. Sponges

By the end of year 1 pupils in Art and Design ...
<p>Artists</p> <p>Drawing</p> <ul style="list-style-type: none"> Are able to use different media to name match and draw lines or marks from observation? <p>Painting</p> <ul style="list-style-type: none"> Are able to name the primary colours and discuss them in other paintings? <p>Printing</p> <ul style="list-style-type: none"> Are able to use rollers or different materials to make repeating patterns or an over print? <p>Collage</p> <ul style="list-style-type: none"> Are able to arrange and glue different media to create an image? Can children select their own materials and fold, crumple, or tear to overlap? <p>Textiles</p> <ul style="list-style-type: none"> Can cut, shape or match materials within their work? Can create a simple basket weave creation? <p>Sculpture Work</p> <ul style="list-style-type: none"> Can make a sculpture by rolling and kneading malleable material or joining recycled materials? <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> Can children record and explore ideas from first hand observations? Can children name a talk about the work of two artists or craftsman that they have learnt about? <p>Evaluating and Developing Work</p> <ul style="list-style-type: none"> Can children review what they and others have done and say what they think and feel about it?

Year 2

Year 2 (1st Year Cycle) - Autumn 2 – Art: Textiles

Knowledge	Skills	Vocabulary	Resources
<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. 	Cut and shape fabric using scissors/snips Apply shapes by glue or by stitching Create fabrics by weaving materials Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Create cords and plaits for decoration Create and use dyes i.e., onion skins, tea, coffee Create fabrics by weaving materials i.e., grass, paper Make paper weaving Christmas cards Victorian weaving linked to Bury textile mills Michael Crompton (Radcliffe)	lines, shapes, paper, straw, card, clay, repeat, overlap, cut, tear, glue, sort, materials portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)	Wools and silks Ribbons Braids Dye and Fabrics Paper strips Fabric glue Card looms/wooden looms for group work

Year 2 (1st Year Cycle) – Spring 1 – Art: Sculpture

Knowledge	Skills	Vocabulary	Resources
<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 	Manipulate malleable materials Understand the safety and basic care of materials and tools Y2- Use simple 2D shapes to create a 3D form Change the surface of a malleable material e.g., build a textured tile Make an Inuit igloo using clay and add texture by marking out the ice blocks with tools.	roll, rub, press, dots, lines, shapes, materials foreground, (straight / wavy / sharp / thick / thin etc)	Plasticine Play dough Salt dough Clay Rolling boards and tools Variety of junk PVA/Marvin Medium

different practices and disciplines, and making links to their own work.	Innuit Igloo		
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Year 2 (1st Year Cycle) Summer 1 – Art: Printing

Knowledge	Skills	Vocabulary	Resources
<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. 	Roll printing ink over found objects to create patterns Build repeating patterns and recognise patterns in the environment Rangoli Patterns	line sketch shade, blur, smudge tone, movement, pattern (repeated / random), reflection	Classroom objects Papers Paint/Printing Paint Rollers Trays

Year 2 (2nd Year Cycle) – Autumn 1 – Art: Drawing

Knowledge	Skills	Vocabulary	Resources
<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. 	Experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal and chalk Draw on different surfaces with a range of media Observe and draw shapes from observations Control the types of marks made with the range of media Invent new lines Draw shapes in between objects Invent new shapes Investigate tone by drawing light/dark patterns and shapes Drawings of Florence Nightingale	hue, line sketch shade, blur, smudge tone, movement, pattern (repeated / random), reflection	Pencils hard and soft Coloured pencils Charcoal Chalk Pastels

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Year 2 (2nd Year Cycle) – Spring 1 – Art: Collage

Knowledge	Skills	Vocabulary	Resources
<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>Create images from a variety of media Fold, crumple, tear and overlap papers Create and arrange shapes appropriately Work on different scales Sort and group materials for different purposes e.g., colour, texture Collect, sort, name, match colours appropriate for an image</p> <p>Collage of the Great Fire of London</p>	<p>repeat, overlap, cut, tear, glue, sort, materials portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Magazines Newspapers PVA glue Variety of papers-tissue, crepe, card and coloured. Selection of collage materials from central resources for children to choose from.</p>

Year 2 (2nd Year Cycle) – Spring 2 – Art: Painting

Knowledge	Skills	Vocabulary	Resources
<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>Use brushes of different size and type Explore the relationships between colours Look for colours in images and artefacts Work on different scales Create secondary colours Mix white and black with secondary colours to create tones Use these newly made colours in compositions and experiment with overlapping and mixing media Use a simple graphics package to create images and effects- focus on the fill tool</p> <p>Painting of the Great Fire of London</p>	<p>tone, colour wheel, primary colours, cool, warm, neutral, complimentary, colour-mix,</p>	<p>Medium brushes long and short handled Poster paints pallet Variety of paper of different colours and textures. Sponges</p>

By the end of year 2 pupils in Art and Design...

<p>Artists</p> <p>Drawing</p> <ul style="list-style-type: none"> • Are ch able to experiment with tone by drawing dark and light patterns or shapes? <p>Painting</p> <ul style="list-style-type: none"> • Are ch able to explain how to make the main secondary colours? • Can ch create tones and comment on their uses in artists work? <p>Printing</p> <ul style="list-style-type: none"> • Are ch able to create printing blocks and use printing ink to create patterns? <p>Collage</p> <ul style="list-style-type: none"> • Are ch able to sort and group materials according to properties? • Can children carefully arrange different media to create an image? <p>Textiles</p> <ul style="list-style-type: none"> • Can ch create their own fabric from a range of materials through different weaving techniques? <p>Sculpture/3D</p> <ul style="list-style-type: none"> • Can ch make a textured tile by changing the surface of a material? <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> • Can children ask and answer questions about the starting points for their work? • Can name and discuss the work of two new artists/crafts people and compare them to those learnt in year 1? <p>Evaluating and Developing Work</p> <ul style="list-style-type: none"> • Can children identify what they might change in their current work or develop in future work?
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Year 3

Year 3 – Autumn 1 - Art: Textiles			
Knowledge	Skills	Vocabulary	Resources
<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>To learn about great artists, architects and designers in</p>	<p>Develop skills in stitching, cutting, and joining</p> <p>Use a variety of techniques, e.g., printing, dyeing, weaving, and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting, and joining</p> <p>Weaving</p>	<p>lines, shapes, paper, straw, card, clay, repeat, overlap, cut, tear, glue, sort, materials</p> <p>portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Variety of fabrics (felt, net, ribbon, Hessian)</p> <p>Yarns and threads, medium needles</p>

history.			
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Year 3 – Spring 1 - Art: Collage

Knowledge	Skills	Vocabulary	Resources
<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>To learn about great artists, architects and designers in history.</p>	<p>Select and arrange materials for a striking effect.</p> <p>Cut accurately and overlap materials.</p> <p>Create a mosaic</p> <p>Roman Mosaic</p>	<p>repeat, overlap, cut, tear, glue, sort, materials</p> <p>portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>papers-tissue, crepe, card Selection from central collage resource Fabric</p>

Year 3 – Summer 1 - Art: Painting

Knowledge	Skills	Vocabulary	Resources
<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>To learn about great artists, architects and designers in history.</p>	<p>Experiment with different effects and textures inc. blocking in colour, Work on a range of scales e.g., thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Use more specific colour language and mix/use tints and shades</p> <p>Local Landmarks</p>	<p>tone, colour wheel, primary colours, cool, warm, neutral, complimentary, colour-mix,</p>	<p>Medium/fine brushes Poster paint pallets Variety of paper</p>

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By the end of year 3 pupils in Art and Design...

Artists

Textiles

- Children can use a running stitch to join a piece of material.

Collage

- Children can overlap and layer material to make a collage.
- Can use collage to gather ideas and vocabulary for a piece of work.

Painting

- Can create textured effects with paint.
- Can use vocabulary mix, tint and shade when discussing their own or others work.

Year 4

Year 4 – Autumn 1 - Art: Drawing

Knowledge	Skills	Vocabulary	Scientific enquiry
<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>Make marks and lines with a wide range of drawing implements e.g., charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Show an awareness of objects having a third dimension</p>	<p>hatching, cross hatching, painting, drawing, sculpture, collage, textiles, printing, digital media, multimedia, clay, acrylics, focal point, design, depth, space, negative space, scale, proportion, shape, form, balance</p>	<p>Graded pencils</p> <p>Water soluble pencils</p> <p>Graphite sticks</p> <p>Charcoal Pastels</p> <p>Oil Pastels</p> <p>Felt tips</p> <p>Sketch books</p>

<p>To learn about great artists, architects and designers in history.</p>	<p>Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p> <p>Celtic Cross</p>		
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Year 4 – Autumn 2 - Art: Sculpture

Knowledge	Skills	Vocabulary	Resources
<p>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] To learn about great artists, architects and designers in history.</p>	<p>Include texture that conveys feelings, expression, or movement. Add materials to provide interesting detail. Plan, design and make models from observation or imagination. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object.</p> <p>Sculpture of teeth</p>	<p>hatching, cross hatching, painting, drawing, sculpture, collage, textiles, printing, digital media, multimedia, clay, acrylics, focal point, design, depth, space, negative space, scale, proportion, shape, form, balance</p>	<p>Paper Glue Balloons Clay Carving tools</p>

Year 4 – Summer 2 - Art: Printing

Knowledge	Skills	Vocabulary	Resources
<p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of</p>	<p>Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays Make precise repeating patterns</p>	<p>hatching, cross hatching, painting, drawing, sculpture, collage, textiles, printing, digital media, multimedia, clay, acrylics, focal point, design, depth, space,</p>	<p>Roller's pallets Paint/printing inks Variety of media and or surfaces to print on.</p>

<p>art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history.</p>	<p>Aztec Patterns</p>	<p>negative space, scale, proportion, shape, form, balance</p>	
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By the end of year 4 pupils in Art and Design...

Artists

Drawing

- Can use hatching and cross hatching to create texture.
- Can use different grades of pencil.

Sculpture

- Can use papier mache to make a sculpture.
- Can use tools effectively.
- Can plan a sculpture.

Printing

- Can print using two colour overlays.
- Can create a repeating pattern
- Can use different media to create a printed pattern.

Year 5 – Autumn 1 - Art: Sculpture			
Knowledge	Skills	Vocabulary	Resources
<p>Pupils should be taught to develop their techniques, including their control and them use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</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>Use tools to carve add shapes, texture, and pattern s</p> <p>how life-like qualities and real-life proportions</p> <p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Egyptian Shabti</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Card rollers, fabric paint, printing inks/paints, pallet trays, college materials, string.</p>

Year 5 – Spring 1 - Art: Painting			
Knowledge	Skills	Vocabulary	Resources
<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>To create sketch books to record their observations and use them to review and revisit</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones, and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Selection of brushes of different widths and thicknesses</p> <p>Paints-poster and acrylic</p> <p>Papers and pallets</p> <p>Collection of items to be used to paint with.</p>

<p>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.</p>	<p>Paintings inspired by the work of impressionists.</p>		
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Year 5– Spring 2 - Art: Textiles			
Knowledge	Skills	Vocabulary	Resources
<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. 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.</p>	<p>Use fabrics to create 3D structures Experiment with batik techniques Use different grades of threads and needles Experiment with a range of media to overlap and layer creating interesting colours and textures and effects Basket Weaving/ Making a dream catcher</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Resources · Selection of fabrics of different colours, textures, and patterns. Threads, needles, fabric glue.</p>

By the end of year 5 pupils in Art and Design...

<p>Artists</p> <p>Sculpture</p> <ul style="list-style-type: none"> • Can use coils and slips in their clay work to include intricate patterns • Children can plan and make a sculpture <p>Painting</p> <ul style="list-style-type: none"> • Children can do an initial drawing and create a painting from it. • Can identify complimentary colours. • Children can paint form observations, drawings, music. <p>Textiles</p> <ul style="list-style-type: none"> • Can use fabric to make a 3D structure. • Can explain what a Batik technique is. • Can use the Batik technique

Year 6

Year 6 – Autumn 1 - Art: Drawing			
Knowledge	Skills	Vocabulary	Resources
<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>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</p>	<p>Choose a style of drawing suitable for the work (e.g., realistic, or impressionistic).</p> <p>Use lines to represent movement.</p> <p>Use shading successfully to create mood and feeling.</p> <p>Explain the reasons for choosing specific drawing techniques.</p> <p>Drawings inspired by war artists. Finished in watercolour.</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Graded pencils Water soluble pencils Graphite sticks Charcoal Pastels Felt Tips Sketchbooks</p>

<p>materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>			
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Year 6 – Spring 1 - Art: Collage			
Knowledge	Skills	Vocabulary	Resources
<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. 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.</p>	<p>Use a range of media to create collages Use different techniques, colours, and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas</p> <p>Collage inspired by Picasso</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Magazines, newspapers, photographs, variety of fabrics papers, PVA glue</p>

Year 6 – Spring 2 - Art: Printing			
Knowledge	Skills	Vocabulary	Resources
<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. To create sketch books to record their</p>	<p>Create printing blocks by simplifying an initial sketch book idea Use relief the method. Create prints with three overlays Work into prints with a range of media e.g., pens, colour pens and paints</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Card rollers, fabric paint, printing inks/paints, pallet trays, college materials, string.</p>

<p>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>			
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By the end of year 6 pupils in Art and Design...

Artists

Drawing

- Can create their own detailed drawing or one from observation.
- Can colour blend with pencil.
- Can talk about scale and proportion in their work.
- Can use perspective using single focal point and horizon.

Collage

- Can independently create a collage choosing from a range of different media.

Printing

- Can create prints with three overlays.
- Can use the relief method.