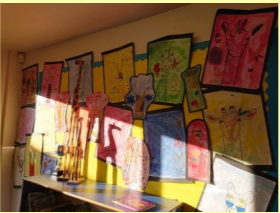













# Art - Specific Skills and Knowledge







	Skills are introduced <b>Year 3</b>	Skills are mastered <b>Year 4</b>	Skills are introduced <b>Year 5</b>	Skills are mastered <b>Year 6</b>
<b>Drawing</b>	<p>Develop competence in drawing with a range of media. <b>LINE</b></p> <p>Draw a range of natural shapes and geometric shapes that are recognisable. <b>SHAPE</b></p> <p>Understand tone by creating tonal ladders. <b>TONE &amp; COLOUR</b></p> <p>Begin to show awareness that patterns can vary in type (including repeating and random) and demonstrate this in drawing. <b>PATTERN</b></p> <p>Develop an understanding of perspective, using a single focal point and horizon. <b>SPACE</b></p> <p>Experiment with graded pencils, charcoals and pastels to make marks achieving variations in tone to create form. <b>FORM</b></p> <p>Begin to understand that shading can be used to create texture and vary marks to achieve this in drawing. <b>TEXTURE</b></p>		<p>Experiment with a variety of media to draw and colour, making some independent choices in media used. <b>LINE &amp; COLOUR</b></p> <p>Draw a range of shapes making choices about which types of shapes to use for different purposes. <b>SHAPE</b></p> <p>Create a range of patterns, man-made and natural making marks appropriate for the task. <b>PATTERN</b></p> <p>Understand how negative space can be used for effect and continue the space work in a range of ways (e.g. perspective, overlapping) <b>SPACE</b></p> <p>Make marks and shade effectively to add depth to drawings, creating shadows and shades to create 3D forms. <b>TONE &amp; FORM</b></p> <p>Use lines effectively to create different textures (e.g. cross-hatching, hatching) <b>TEXTURE</b></p>	
<b>Key Projects</b>	<p><b>STONE HENGE:</b> Shaded sketches of the stone circle using graded pencils and chalks.</p> <p><b>JAZZY GIRAFFES:</b> Explore colour and patterns to produce a Jazzy Giraffe.</p> 	<p><b>OBSERVATIONAL DRAWING:</b> inspired by Andy Goldsworthy. Shaded sketches using sketching pencils, chalks and charcoal.</p> 	<p><b>NATIONAL PARKS:</b> Inspired by the landscape of the Peak District and local artist Sheila Gill. Experiment using different media.</p> 	<p>Observational sketches used as decoration for the Queen's Jubilee. Experiment with line, form, colour to add depth and detail.</p> 
<b>Painting</b>	<p>Mix primary colours to make secondary and tertiary colours and begin to understand warm and cool colours. <b>COLOUR</b></p> <p>Develop colour vocabulary using a wide range of words for colours. <b>COLOUR</b></p> <p>Add white and black to hues to create tints and shades and use these terms when describing colour. <b>TONE</b></p> <p>Use different tones, tints and shades to add shading and highlights to 2D shapes creating form. <b>FORM</b></p> <p>Experiment with brushstrokes drawing on the work of key artists and select brush strokes to create different textures. <b>LINE &amp; TEXTURE</b></p>		<p>Use secondary colours to create tertiary colours and group colours into warm and cool. <b>COLOUR</b></p> <p>Understand that colours can contrast, and use this knowledge to achieve different effects. <b>COLOUR</b></p> <p>Create tones, tints and shades of different hues and use these to create form. <b>TONE &amp; FORM</b></p> <p>Select brush strokes to create different effects and textures, paint on different surfaces to achieve texture. <b>LINE &amp; TEXTURE</b></p> <p>Discuss colours as cool, warm, contrasting, primary, secondary, tertiary and neutral and use a wide range of vocabulary for colour. <b>COLOUR</b></p>	
<b>Key Projects</b>	<p><b>STONE HENGE:</b> Use watercolour to practise colour wash.</p> 	<p><b>PETE MCKEE INSPIRED PORTRAITS:</b> explore colour, line and texture to create a self portrait.</p> <p><b>HOKUSAI WAVE:</b> use tints of blue to create a wave. Use brushstrokes to show movement and texture.</p>	<p><b>RING O' ROSES</b> linked to local area study of Eyam, inspired by Georgia O'Keefe. Experiment using watercolour pencils, colour, line, tone.</p>	<p><b>A MIDSUMMER NIGHT'S DREAM:</b> Create different shades of paint and experiment to represent blossom/leaves.</p> 

## Art - Specific Skills and Knowledge

	Skills are introduced <b>Year 3</b>	Skills are mastered <b>Year 4</b>	Skills are introduced <b>Year 5</b>	Skills are mastered <b>Year 6</b>
<b>Sculpture</b>	<p>Use a variety of materials for sculpting. Experiment by cutting, making and combining shapes to create recognisable forms. <b>SHAPE &amp; FORM</b></p> <p>Add materials to the sculpture to create detail. Experiment with joining and construction. Use clay and other malleable materials and practise joining techniques. <b>FORM</b></p> <p>Begin to understand more about decorating sculptures and adding expression through texture. Use a variety of tools to support the learning of techniques and to add detail. <b>TEXTURE &amp; PATTERN</b></p>		<p>Use a variety of materials for sculpting and experiment with joining and constructing to create a 3D sculpture. <b>SHAPE &amp; FORM</b></p> <p>Begin to understand more about clay modelling by using different tools with clay to carve, add shape, add texture and pattern. <b>TEXTURE &amp; PATTERN</b></p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. <b>FORM</b></p> <p>Become more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p>	
<b>Key Projects</b>	<p><b>DIWALI LAMPS:</b> Link to RE work. Design and create a clay Diwali lamp, focus on form.</p> 	<p><b>DRAGON EYES:</b> Design and create a clay dragon eye, focus on form, texture and colour.</p>  <p><b>VIKING PROW:</b> Design and construct a sculpture of the prow of a Viking long-ship using cardboard.</p>	<p><b>GREEK POTS:</b> Design and create a clay pot based on an ancient Greek design.</p> 	
<b>Collage</b>	<p>Explore creating a collage with a variety of media, e.g. paper and magazines. Experiment with sorting and arranging materials with purpose to create effect. Learn new techniques, e.g. overlapping, tessellation, mosaic and montage. <b>PATTERN &amp; FORM</b></p> <p>Select colours and materials to create effect, giving reasons for their choices. <b>COLOUR</b></p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage. <b>SHAPE &amp; TEXTURE</b></p>		<p>Use a range of mixed media to add collage to a painted or printed background. <b>TEXTURE &amp; SPACE</b></p> <p>Create and arrange accurate patterns. <b>PATTERN &amp; COLOUR</b></p> <p>Experiment with mixing textures and with sorting and arranging materials with purpose to create effect. Develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. <b>TEXTURE &amp; SPACE, PATTERN &amp; COLOUR</b></p>	
<b>Key Projects</b>	<p><b>AMAZON RAINFOREST:</b> Inspired by Rousseau, use a range of media to create a Rainforest landscape. Layering, collage, texture.</p> 	<p><b>ANDY GOLDSWORTHY INSPIRED ART:</b> Use found natural materials to create a mixed media collage.</p>  <p><b>ROMAN MOSAICS:</b> experiment with paper tiles to create a simple mosaic picture.</p>	<p><b>LOWRY:</b> Link to Humanities WWII project. Experiment layering textures and colours to recreate the mood of LS Lowry the Matchstick Men.</p> 	



## Art - Specific Skills and Knowledge

	Skills are introduced <b>Year 3</b>	Skills are mastered <b>Year 4</b>	Skills are introduced <b>Year 5</b>	Skills are mastered <b>Year 6</b>
<b>Printing</b>	<p>Create a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. <b>SHAPE, LINE &amp; TEXTURE</b></p> <p>Use more than one colour to layer in a print. <b>COLOUR &amp; PATTERN</b></p> <p>Replicate patterns from observational drawings. <b>SPACE &amp; PATTERN</b></p> <p>Make repeated patterns with precision. <b>PATTERN &amp; COLOUR</b></p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>		<p>Use a variety of materials to make printing blocks and tiles. Reflect on choice of colour for prints and develop accuracy with patterns. <b>TEXTURE, COLOUR</b></p> <p>Develop techniques in mono, block and relief printing. <b>LINE</b></p> <p>Create and arrange accurate patterns. <b>PATTERN, SPACE</b></p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange.</p>	
<b>Key Projects</b>	<p><b>STONE AGE:</b> Experiment using handprints and mark making.</p> 	<p><b>QUEEN'S JUBILEE:</b> Create a printing block and mono print a portrait of the Queen, Colour, shape</p> 	<p><b>POINTILLISM:</b> Linked to Humanities Mountains project, create a landscape by experimenting with form, tone and colour.</p> 	
<b>Textiles</b>	<p>Experiment with a variety of techniques, e.g. weaving, dyeing and plaiting. <b>COLOUR &amp; TONE</b></p> <p>Show pattern by weaving. <b>PATTERN</b></p> <p>Use a dyeing technique to alter a textile's colour and pattern. <b>COLOUR &amp; PATTERN</b></p> <p>Explore decorating and embellishing their textiles with glue or stitching to add detail, colour and effect. <b>TEXTURE &amp; COLOUR</b></p>		<p>Develop weaving, overlapping and layering techniques in order to create texture, effect and colour. Experiment with a range of fabrics including non-traditional fabrics. <b>COLOUR, TONE &amp; TEXTURE</b></p> <p>Add decoration to create effect. <b>TEXTURE</b></p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>	
<b>Key Projects</b>	<p><b>STONE AGE FASHION:</b> Layer fabrics to create an outfit for a Stone Age person, texture.</p> 	<p><b>TIE DYE T-SHIRTS:</b> experiment with colour and pattern.</p> <p><b>FELTING:</b> Use natural dyes to dye wool. Create a felted square by layering different wool. Embroider/embellish.</p>	<p><b>LOWRY INSPIRED PEG DOLLS:</b></p> 	<p>Design and create a bag: join together fabric to create a usable bag. Decorate/embellish.</p> 

## Art - Specific Skills and Knowledge

	A Year 3 Artist will:	A Year 4 Artist will:	A Year 5 Artist will:	A Year 6 Artist will:
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Experiment with various pencils</li> <li>Use a sketchbook to document and develop ideas</li> <li>Draw from observation and imagination</li> <li>Experiment with mark making using alternative tools</li> <li>Create initial sketches for painting</li> <li>Begin to draw with accuracy</li> <li>Discuss shadows, light and dark</li> <li>Have an awareness of how pattern can be used to create texture</li> </ul>	<ul style="list-style-type: none"> <li>Consider scale and proportion</li> <li>Create accurate observational drawings</li> <li>Work on a variety of scales</li> <li>Produce drawings using IT</li> <li>Identify and draw the effect of light</li> <li>Draw for a sustained period of time</li> <li>Collect and record visual information</li> <li>Plan and collect source material</li> <li>Develop techniques to create intricate patterns—range of media</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to create an accurate, detailed drawing. Develop key elements of their work (line, tone, pattern, texture)</li> <li>Draw from different viewpoints considering horizon lines</li> <li>Begin to consider perspective</li> <li>Use different techniques for purpose eg. different styles of shading</li> <li>Work from a variety of sources including observation and photographs to develop own work</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate media and techniques to achieve a specific outcome</li> <li>Develop their own style</li> <li>Draw for a sustained period of time</li> <li>Use tone in drawings to achieve depth</li> <li>Develop drawings with perspective and focal points</li> <li>Adapt drawings according to evaluations and discuss further developments</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>Make tints of one colour by adding white</li> <li>Darken / lighten colours without using black / white</li> <li>Mix / create colour for use on a large scale. (wash)</li> <li>Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)</li> <li>Demonstrate increasing controls of the types of marks made to create certain effects</li> </ul>	<ul style="list-style-type: none"> <li>Make tints, tones and shades using white, grey and black</li> <li>Observe colour and suggest why it has been used</li> <li>Independently choose the right paint or equipment for the task</li> <li>Select colour to reflect mood</li> <li>Explore different brush strokes and why / when they might be used</li> <li>Begin to discuss how they are influenced by the work of other artists</li> </ul>	<ul style="list-style-type: none"> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge</li> <li>Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to express ideas, feelings and mood.</li> <li>Confidently control the types of marks made and experiment with different effects and textures</li> </ul>	<ul style="list-style-type: none"> <li>Select colour to express feelings</li> <li>Discuss harmonious and contrasting colours and their placement on the colour wheel</li> <li>Work in a sustained and independent way, developing own style</li> <li>Purposefully control the types of marks, brushstrokes used to create desired effect</li> <li>Use colours and brushstrokes to create atmosphere and light effects</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>Plan, shape, mould and make constructions from different materials</li> <li>Understand the different adhesives and methods used in construction</li> <li>Consider and discuss aesthetics</li> <li>Produce more intricate surface patterns using a range of processes</li> <li>Show an awareness of how texture, form and shape can be transferred from 2D to 3D</li> <li>Model over an armature</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the work of other sculptors and architects and how these have influenced their own work / designs</li> <li>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date</li> <li>Make slip to join and secure pieces of clay together</li> <li>Adapt work when necessary and explain why.</li> <li>Demonstrate awareness in environmental sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish)</li> <li>Understand that a range of media can be selected (due to their properties) for different purposes</li> <li>Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>Recognise sculptural forms in the environment and use these as inspiration for their own work</li> <li>Demonstrate experience in relief and freestanding work using a range of media</li> <li>Independently select sculpture as a method of producing work, if this fits the criteria of the task</li> <li>Confidently carve a simple form</li> </ul>

## Art - Specific Skills and Knowledge

	A Year 3 Artist will:	A Year 4 Artist will:	A Year 5 Artist will:	A Year 6 Artist will:
<b>Printing</b>	<ul style="list-style-type: none"> <li>Design and create a repeated relief print considering background paper</li> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the difference between repeat printing and mono printing</li> </ul>	<ul style="list-style-type: none"> <li>Design and create a Collograph print using a range of materials</li> <li>Explore the process of mono printing</li> <li>Demonstrate an awareness of printing with multiple colours</li> <li>Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper</li> </ul>	<ul style="list-style-type: none"> <li>Gain experience in overlaying colours</li> <li>Start to overlay prints with other media</li> <li>Continue to experience combining prints to produce an end piece</li> <li>Explore, experiment, plan and collect source material for future work</li> </ul>	<ul style="list-style-type: none"> <li>Use Thermofax screens to explore screen printing</li> <li>Combine different printing techniques within the same piece of artwork</li> <li>Use print as a starting point to embroidery</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>Understand the properties of different glues and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual brainstorm</li> <li>Collect and select textured papers to form a collaged image</li> </ul>	<ul style="list-style-type: none"> <li>Develops experience in embellishing, using more advanced joining techniques</li> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images</li> </ul>	<ul style="list-style-type: none"> <li>To create a photomontage using given photographs from a range of sources</li> <li>Add collage to a painted, printed or drawn background to enhance work</li> </ul>	<ul style="list-style-type: none"> <li>Use collage as a means of extending work from initial ideas</li> <li>Independently select a range of media to produce a collaged image</li> </ul>
<b>Textiles (DT crossover)</b>	<ul style="list-style-type: none"> <li>Use a variety of techniques eg. printing, dyeing, weaving and stitching to create different textural effects</li> <li>Begin to apply decorations using beads, buttons etc</li> <li>Show experience in changing and modifying threads and fabrics – knotting, fraying, fringing, twisting</li> </ul>	<ul style="list-style-type: none"> <li>Become confident with a range of stitches to stitch a range of fabrics together</li> <li>Record textile explorations and experimentation as well as trying out ideas</li> <li>Change and modify threads and fabrics, use language appropriate to skill and technique</li> </ul>	<ul style="list-style-type: none"> <li>Show experience in painting, printing and dyeing fabric</li> <li>Demonstrate experience in combining techniques to produce an end piece – embroidery over tie dye</li> <li>Show an awareness of skills involved in techniques such as knitting, crochet, lace making</li> </ul>	<ul style="list-style-type: none"> <li>Experiment in a range of techniques, exploring ideas in sketchbooks</li> <li>Use a number of different stitches creatively to produce different patterns and textures</li> <li>Design and create a textile piece, independently using a range of techniques</li> <li>Weave using paintings and photographs as a stimulus</li> </ul>
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>Use a graphics package or app to create images using different tools and effects with increased precision</li> <li>To have experience of using a green screen to create a digital image</li> <li>Extend knowledge of photography</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</li> <li>Begin to use digital media to record and evaluate a creative learning journey</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools</li> <li>Understand that a digital image can be made up of different layers</li> <li>Create layered images from original ideas</li> </ul>	<ul style="list-style-type: none"> <li>Use digital media as a means of extending work from initial ideas</li> <li>Use digital media in order to self-evaluate the creative learning journey</li> <li>Present personal ideas and choices using a range of digital media</li> </ul>



**NC Objectives**

Key Stage 2

**Art - Specific Skills and Knowledge**

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 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 sketchbooks 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.**

A Year **3** Artist might study:

A Year **4** Artist might study:

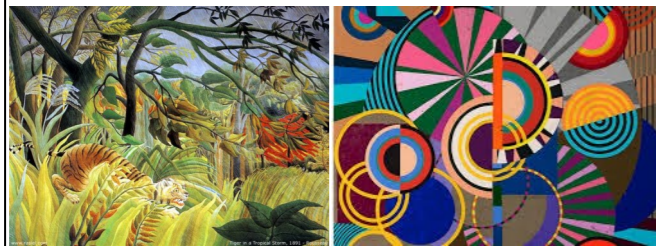
A Year **5** Artist might study:

A Year **6** Artist might study:

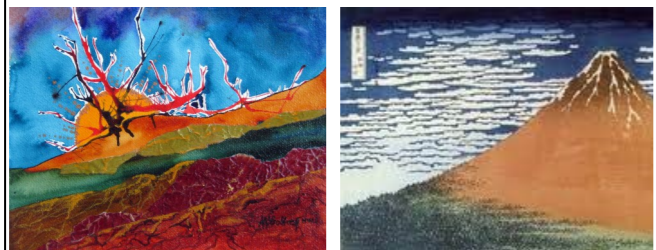
**Alaa Awad**—contemporary Egyptian art compare with traditional art



**Henri Rousseau**—Painting—rainforest, comparison to **Beatriz Milhazes** abstract art



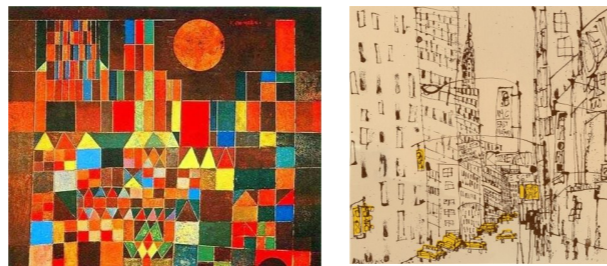
**Margaret Godfrey & Hokusai**—Collage—paint—print—volcanoes



**Andy Goldsworthy & Anthony Gormley**—Sculpture—Artists using different materials



**Paul Klee**—Abstract cityscapes. **Clare Caulfield**—printed cityscapes.



**Pete McKee & Frida Kahlo**—local/ Mexican identity portraits



**Andy Warhol**—Pop Art—Printing



**Grayson Perry**—Ceramics—Modern techniques compared to Ancient Greek vessels



**Henry Moore & Bill Brandt**—sketchbook images WWII—Photojournalism



**Leonardo da Vinci**—Anatomy—Animals & Human Science— Drawing perspective



**Banksy & Keith Haring**—Graffiti—using artwork to portray meaning



**William Morris & Laura Ashley**—Wallpaper / textile design and printing





# Art - Specific Skills and Knowledge

A Year 3 Artist might study:

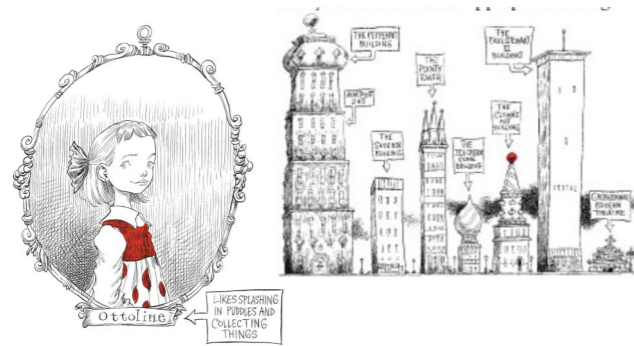
**Gustav Klimt**—pattern



**Wassily Kandinsky**—abstract art—  
pattern, line, colour

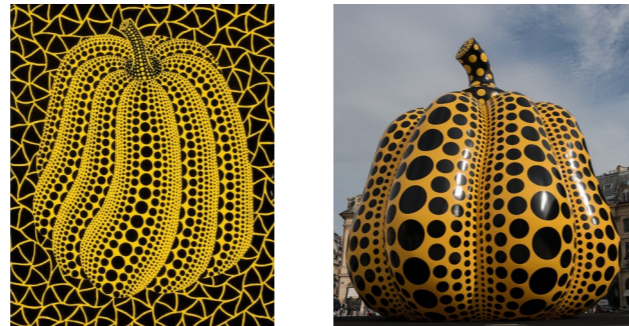


**Chris Riddell**—illustrator—line



A Year 4 Artist might study:

**Yayoi Kusama**—Installation Design



**Antonio Gaudi**—architecture—mosaic



**Jackie Morris**—Lost words



**Jo Peel**—local artist



A Year 5 Artist might study:

**Georgia O'Keefe**—Painting—flowers still life



**Georges Seurat**—Pointillism painting



**Sheila Gill & Casper David Friedrich**



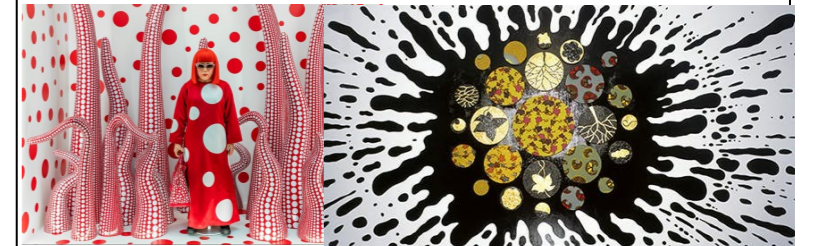
**L.S Lowry**



A Year 6 Artist might study:

**Yayoi Kusama**—Installation Design

**Yinka Shonibare MBE**—Abstract painting, textiles  
and installations



**Charles Barry & Augustus Pugin**—Victorian archi-  
tecture **Zaha Hadid**—contemporary architecture  
and design



**Maurits Cornelis Escher**—Dutch graphic artist

