

Yellow denotes a skill that is being built upon		Art		
		Year Groups		
		Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Experiment with drawing techniques to support observations Create a sense of distance and proportion in a drawing Use experimental drawing techniques to create atmosphere in a drawing Explain why they have chosen specific materials to draw with 	<ul style="list-style-type: none"> Experiment with drawing techniques to support observations Practice quick light lines and more deliberate measured lines Create a sense of distance and proportion in a drawing (Develop ability to identify and render 2D and 3D shapes when drawing from observation or second-hand sources - becoming aware of proportion, scale and order). Use line to create movement in a drawing Understand how drawing skills can support other medias Develop a series of drawings that explore a theme Explain why they have chosen specific materials to draw with Experiment with different styles which artists have used 	<ul style="list-style-type: none"> Communicate ideas and convey a sense of individual style Show a strong understanding of how to use shading techniques to create depth and tone Apply different drawing techniques to support outcomes and know when to do this Create accurate and experimental drawings 	
Sketchbooks	<ul style="list-style-type: none"> Use their sketch book to express their feelings about various subjects and outline, likes and dislikes Produce a mood board to inspire and influence their work Use a sketch book to adapt and improve their original ideas Keep notes about the purpose of their work in their sketch books Evaluate their learning and record in sketchbooks 	<ul style="list-style-type: none"> Use their sketch books as a mode to record the learning journey Use their sketchbooks to explore and practice a range of materials, record ideas and experiment Use their sketchbooks to build and record knowledge Compare sketchbook ideas and give supportive and constructive feedback on peer's development 	<ul style="list-style-type: none"> Explain how they have combined different tools and explain why they have chosen specific drawing techniques Have detailed notes and quotes explaining their drawings and ideas Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in the sketchbooks 	
Painting and colour mixing	<ul style="list-style-type: none"> Understand the different properties of different paints Create mood in a painting Use shade to create depth in a painting (Review how to create shades by adding black Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings.) 	<ul style="list-style-type: none"> Understand the different properties of different paints (Know when to use these paints and name some of their properties) Create a range of shades using different kinds of paint (Develops ability to control colour when painting: for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (next to each other on the colour wheel) Confidently mix secondary and tertiary colours) <ul style="list-style-type: none"> Create mood in a painting (Experiment with colour, texture, line Use shade to create depth in a painting Identify different painting styles and say how these have influenced artist's styles over time 	<ul style="list-style-type: none"> Explain what their own style is Use a wide range of techniques in their work and explain why they have chosen these techniques Have a strong understanding of colour theory and how to use it to create a balanced painting (Colours should be mixed with care and sensitivity to show feelings and ideas - confidently mixing secondary and tertiary colours, understanding harmonious and complementary colours) 	
Collage	<ul style="list-style-type: none"> Overlap materials Use collage as a tool to develop a piece in mixed media Use collage to create a mood board of ideas Overlap materials Use collage as a tool to develop a piece in mixed media 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Overlap materials to build an image Use collage as a tool to develop a piece in mixed media (explore using other techniques such as weaving, sewing etc) Use collage to create a mood board of ideas (Use magazines, textiles, text and make links with the purpose of the mood board with the outcome) Combine pattern, tone and shape in collage Justify the materials they use 	

			<ul style="list-style-type: none"> Combine pattern, tone and shape Use collage as a tool for part of a mixed media project Express their ideas through collage
Printing		<ul style="list-style-type: none"> Print using materials Create an accurate print design that reflects a theme or idea Make links with printmaking and other medias to help develop their work Over print using different colours Identify different printing methods and make decisions about the effectiveness of their printing methods Know how to make a positive and a negative print 	
3D and sculpture	<ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make a 3D form Take a 2D drawing into a 3D form Shape using a variety of mouldable materials Add layers onto their work to create texture and shape Work collaboratively to create a large sculptural form 		<ul style="list-style-type: none"> Create models on a range of scales Create work which is open to interpretation by an audience Include both visual and tactile elements in their work Know the properties of a wide range of different sculptural materials and how to use them Experiment with and combine materials and processes to design and make a 3D form (Design and make more complex forms in 3D understanding how to finish and present their work to a good standard) Take a 2D drawing into a 3D form (Design and make more complex forms into 3D) Shape using a variety of mouldable materials (Explore 3D in wire, paper, clay or modelling materials) Interpret an object in a 3D form
ICT	<ul style="list-style-type: none"> Present a collection of their work on a slideshow Use the internet to research an artist or style of art 	<ul style="list-style-type: none"> Combine graphics and text based on their research Use software packages to create pieces of digital art to design Create a piece of art which can be used as part of a wider presentation Create a piece of art work which includes the integration of digital images they have taken Scan images or take digital photos and use software to alter and adapt them Create digital images with animation, video and sound to communicate their ideas 	
Critical thinking	<ul style="list-style-type: none"> Communicate what they feel an artist is trying to express in their work Communicate what they are trying to express in their own work 	<ul style="list-style-type: none"> Critique each other's work as a way of developing and supporting each other's ideas Understand how different medias can be combined and work together Develop an idea through exploration and experimentation 	<ul style="list-style-type: none"> Make a record about the styles and qualities in their pieces Say what their work is influenced by Include technical aspects in their work (eg architectural design)
Knowledge of artists/designers	<ul style="list-style-type: none"> Compare the work of different artists Explore work from other cultures See how art can change over time <p>Study significant works of art and design by local artist Rosemary Firth and Leonardo Da Vinci learning how and when they were</p>	<ul style="list-style-type: none"> Experiment with different styles which artists have used Learn about work of others by looking in books, the internet, galleries and sharing ideas as a class <p>Study significant works of art and design of French Impressionists / Hokasi / Andy Warhol / Contemporary digital artists</p>	<ul style="list-style-type: none"> Have knowledge of a wide range of artists and form their own opinions on their different styles <p>Study significant works of art and design of Durer / Rembrandt / Giacometti / Matisse</p>

<p>and architects and relevant art movements</p>	<p>made, describing the content & emotions conveyed to a more competent level. Give more complex, oral, personal opinions. Make copies of small areas of the artist's work to study techniques, colour, tone, texture and pattern. What was the background to the art? What period of art is it from? How do you know?</p> <p>Study the art created in the Egyptian era - Ancient art</p>	<p>using the following method: CONTENT - Describe the social, historical factors that affect the work PROCESS - When and how made? Techniques and materials? FORMAL ELEMENTS - line, tone, colour, shape, pattern, texture MOOD - What emotions does the work convey?</p> <p>Applying: Make studies of artist's work to learn the techniques and processes used. Use what they have learnt to create their own original artwork.</p> <p>Study the art created in the Greek era - Ancient art</p>	<p>using the following method: CONTENT - Describe the social, historical factors that affect the work PROCESS - When and how made? Techniques and materials? FORMAL ELEMENTS - line, tone, colour, shape, pattern, texture MOOD - What emotions does the work convey?</p> <p>Applying: Make studies of artist's work to learn the techniques and processes used. Use what they have learnt to create their own original artwork.</p>
<p>GDS</p>	<ul style="list-style-type: none"> • Critique their own and other's artwork throughout the learning process to develop and support one another • Use a range of sources (eg books/internet/galleries) to influence their ideas • Experiment with combining different materials and discuss their effectiveness • Discuss how a range of factors influences art from different cultures 	<ul style="list-style-type: none"> • Keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process (eg form, composition, tone) • Plan their art carefully, taking into account layout, composition and perspective • Explain their own style of art and what has influenced their choices (eg mood, events, geography, nature, history) 	<ul style="list-style-type: none"> • Demonstrate an understanding of the 'creative process' by managing their time effectively, practising skills and actively enquiring on how to make improvements • Work independently, confidently and take creative risks in their work • Explain their own style of art and identify a range of influences (eg mood, events, geography, nature, history)

Vocabulary	Y4	Y5	Y6
DRAWING	plan distance direction position texture, tone weight pressure portrait foreground background horizon perspective focal point vista panorama	composition scale proportion viewpoint bird's eye view alter modify interior exterior subject self portrait	action balance direction dynamic imbalance movement poised transition cross hatching observation skills own style tonal contrast mixed media
PAINTING	scenery rural urban	traditional imaginary stippled	still life traditional modern

	<p>townscape seascape representational imaginary impressionist abstract natural swirling stippled transparent opaque foreground background middle ground horizon.</p>	<p>splattered dabbed scraped dotted stroked textured flat layered opaque translucent intense subtle masking technique atmosphere light effects highlights shadows</p>	<p>abstract imaginary natural inanimate composition arrangement complimentary tonal shading.</p>
SCULPTURE	<p>form shape texture composition profile stylised proportion decoration ornate symbolic collaborative paper mache recycled found objects</p>	<p>(Not taught this year)</p>	<p>Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief. Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Proportion, Balance Modroc</p>
COLLAGE	<p>daub stamp emblem motif ornamentation geometric stylised</p>	<p>tear distress reveal mixed media torn edge crumpling creasing</p>	<p>Not taught in this year</p>

	abstract.	folding pleating scoring fraying	
PRINTING	Not taught this year	linear block repeat continuous printing plate inking up water-based oil-based overlap intaglio relief etching engraving indentation pressure rotation reflection symmetrical repetition	Not taught this year