

Drawing Skills*pencil, charcoal, inks, chalk, pastels, ICT software*

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to use a variety of drawing tools.</p> <p>Use drawings to tell a story.</p> <p>Investigate different lines using a variety of media.</p> <p>Explore different textures</p> <p>Encourage accurate drawings of people</p>	<p>Extend the variety of drawings tools.</p> <p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns in the natural and manmade world.</p> <p>Observe anatomy (faces, limbs)</p> <p>encourage accurate drawing.</p>	<p>Experiment with tools and surfaces.</p> <p>Use a viewfinder to select a view and then record what is selected in the frame.</p> <p>Use drawing as a way of recording experiences and feelings.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records.</p>	<p>Experiment with the potential of various pencils (2B-2H) to show tone, texture etc.</p> <p>Draw both positive and negative shapes.</p> <p>Make initial sketches as a preparation for painting.</p> <p>Encourage accurate drawings of people, particularly with portraiture.</p>	<p>Identify and draw the effect of light.</p> <p>Introduce scale and proportion.</p> <p>Encourage accurate drawings of whole people including proportion and placement.</p> <p>Begin to make quick studies from observation.</p>	<p>Identify and draw the effect of light on objects and people from different directions.</p> <p>Interpret the texture of a surface.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Introduce the concept of perspective.</p>	<p>Draw quick studies from observation recording action and movement with fluency.</p> <p>Return to work and redraft to improve accuracy/detail</p> <p>Recap the concept of perspective.</p> <p>Convey tonal qualities well and show an understanding of light/dark.</p>

Colour

painting, ink, dye, textiles, pencils, crayon, pastels

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiment with and use primary colours and name them. Experimentation of mixing colours (not formal). Use a range of tools to make coloured marks on paper.	Name all the primary and secondary colours. Begin to introduce mixing of colours to make new ones. Find collections of colour. Continue applying colour with a range of tools.	Make as many tones of one colour as possible (using white). Darken colours without using black. Mix colours to match those of the natural world. Experience using colour on a large scale.	Extend exploring colour mixing. Make colour wheels. Introduce different types of brushes for different purposes. Begin to apply colour using dotting (pointillism), scratching, splashing.	Make the colours shown on a commercial colour chart. Mix and match colours to those in a work of art. Work with one colour against a variety of backgrounds. Observe skin tone colours and begin to mix them. Select suitable equipment for the task.	Experiment with tone, hue, tint, shades and mood. Explore the use of texture in colour; add sawdust, glue, sand and so on on different surfaces. Consider colour for purposes. Use colour to express moods and feelings.	Control and experiment particular qualities of tone, hue, tint, shades and mood. Explore the use of texture in colour- very wet and thin or thick and heavy- add PVA to the paint. Carefully select and use colour for different purposes. Consider different artist's use and application of colour.

Texture

textiles, clay, sand, plaster, stone

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, manipulating and enjoying using materials.</p> <p>Simple collages using paper, pasta, beans etc.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Simple weaving using a card loom.</p> <p>Add objects to weaving- buttons, twigs etc.</p> <p>Explore colour in weaving.</p> <p>Collage using various materials.</p> <p>Sort according to specific qualities e.g. warm, cold, shiny, smooth.</p> <p>Discuss how textiles create things</p>	<p>Develop skills of overlapping and over-layering to create effects.</p> <p>Use large-eyed needles do running stitches with a range of threads.</p> <p>Simple appliqué work attaching material shapes to fabric.</p> <p>Start to explore other simple stitches</p>	<p>Use smaller-eyed needles and finer threads.</p> <p>Use colour weaving.</p> <p>Show awareness of the properties of materials and surfaces- fragile, tough, durable.</p> <p>Tie dye and fabric paints to colour or pattern materials.</p>	<p>Use a wider variety of stitches, develop pattern and texture, e.g. chain stitch, zig- zag stitch.</p> <p>Observation and design of textural art.</p> <p>Experimenting with creating mood, feeling, movement.</p> <p>Compare different fabrics. Look at fabric from different countries.Â</p>	<p>Use stories, music, poems as stimuli.</p> <p>Select and use materials for a specific outcome.</p> <p>Embellish work using a variety of techniques including drawing, painting and printing on top of textural work.Â</p> <p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles.Â</p>	<p>Develops experience in embellishing and pooling together experiences in texture- applique. Drawing, sticking, cutting, paint, weaving and layering.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Work collaboratively on a larger scale.</p> <p>Use found materials.Â</p>

Form

3D work, clay, dough, boxes, wire, paper sculpture, mod roc

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
----	--------	--------	--------	--------	--------	--------

<p>Handling, feeling, enjoying and manipulating malleable materials.</p> <p>Constructing and building from simple objects.</p> <p>Pull apart and reconstructs.</p> <p>Shape and model.</p> <p>Explore natural materials.</p>	<p>Construct to represent personal ideas.</p> <p>Use both hands and tools to build.</p> <p>Use materials to make known objects for a purpose.</p> <p>Carve, pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins using modelling materials.</p> <p>Collect and arrange natural materials.</p>	<p>Awareness of natural and man-made forms and environments.</p> <p>Expression of personal experiences and ideas in work.</p> <p>Able to shape and form from direct observation</p> <p>Use a range of decorative techniques.</p> <p>Replicate patterns and textures in a 3-D form</p>	<p>Shape, form, model and construct from observation and/or imagination,</p> <p>Plan and develop ideas in sketchpads and make choices about media.</p> <p>Have an understanding of different adhesives and methods of construction.</p> <p>Consider size of work.</p>	<p>Plan and develop ideas in sketchbook and make choices about media.</p> <p>Consider surface patterns / textures.</p> <p>Discuss own work and work of other sculptors.</p> <p>Analyse and interpret natural and manmade forms of construction.</p> <p>Use natural materials for sculpture.</p>	<p>Plan and develop ideas in sketchbooks.</p> <p>Shape, form, model and join materials.</p> <p>Work directly from observation or imagination.</p> <p>Consider the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors.</p>	<p>Make imaginative and informed choices using of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p>
--	---	---	---	---	---	--

Printing

found materials, fruit/veg, wood blocks, press print, string

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make rubbings showing texture and pattern.</p> <p>Print with variety of objects; leaf, hand, onion, feet, junk, bark, modelling clay</p> <p>Produce simple pictures by printing with objects.</p> <p>Imprint onto a range of textures</p> <p>Print with block colours.</p>	<p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Develop impressed images.</p> <p>Relief printing- string, card etc.</p> <p>Use equipment with care and precision to produce a clean image, e.g. monoprint.</p>	<p>Use printing as a means of drawing.</p> <p>Create order, similarity and irregularity.</p> <p>Extend repeating patterns- overlapping, using two colours.</p> <p>Still prints with a growing range of objects.</p> <p>Identify the different forms printing takes- books, pictures, wallpaper, fabrics, etc.</p>	<p>Use relief and impressed printing processes.</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Explore images through monoprinting on a variety of papers.</p> <p>Explore colour mixing through overlapping colour prints.</p>	<p>Use sketchbook for recording textures/patterns.</p> <p>Describe environmental and man-made pattern and form.</p> <p>Modify and adapt print as work progresses.</p> <p>Explore images and recreate texture through deliberate selection of materials.</p>	<p>Combining prints taken from different objects to produce an end piece.</p> <p>Design prints for fabrics, book covers and wallpaper.</p> <p>Make connections between their own work and patterns in their own environment.</p> <p>Discuss and evaluate own work and that of others</p>	<p>Builds up drawings and images of whole or parts of items using various techniques.</p> <p>Explore printing techniques used by various artists</p> <p>Print for both positive and negative space</p>

Pattern

paint, pencil, textiles, clay, printing

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Imitate and create simple repeating patterns using concrete objects and photographing- buttons, stones, blocks.</p> <p>Make irregular patterns based on real life- animal print.</p> <p>Simple symmetry - folding painted butterflies.</p>	<p>Awareness and discussion of patterns around them- pattern hunt.</p> <p>Create own repeating patterns on paper drawing or printing of own design.</p> <p>Use reflective symmetry</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns.</p> <p>Discuss regular and irregular patterns.</p>	<p>Search for pattern in the environment- pictures and objects.</p> <p>Use the environment to make own patterns, printing and rubbings.</p> <p>Design patterns using ICT.</p> <p>Make patterns on a range of surfaces- clay, dough, on fabric, paper, chalk.</p> <p>Identify and replicate reflective symmetry</p>	<p>Explore environmental and manmade patterns; tessellation, Roman mosaics</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes.</p>	<p>Further refine skills.</p> <p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes</p>