



ALEXANDER HOSEA PRIMARY SCHOOL

'Roots to grow, wings to fly'

Key art skills

- Painting and use of materials
- Artistic expression
- Effective art techniques
- Knowledge of artists

Art Non negotiables

Art skills should be taught through projects where possible to ensure real world application.

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Sketch books used to collect ideas, try out techniques, explore artists work and demonstrate progress over time.					
		N.C to produce creative work, exploring their ideas and recording their experiences.			N.C: To create sketch books to record their observations and use them to review and revisit ideas.		
Sketchbooks		<p>Begin to demonstrate ideas through photographs and in sketchbooks.</p> <p>Set out ideas using annotation.</p> <p>Make notes in sketchbooks about techniques used by artists.</p>	<p>Use sketchbooks to express feelings about a subject and describe their likes and dislikes.</p> <p>Make notes in sketchbooks about techniques used by artists.</p> <p>Suggest improvements to their learning through self-reflection and peer critique.</p>	<p>Make notes in their sketch books about techniques used by artists.</p> <p>Suggest improvements to their work by keeping notes in their sketch books</p>	Use their sketch books to adapt and improve their original ideas	<p>Keep notes in their sketch books as to how they might develop their work further.</p> <p>Use their sketch books to compare and discuss ideas with other.</p>	<p>Sketch books contain detailed notes, and quotes explaining about items</p> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books</p>

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Keep notes in sketch books as to how they learning has changed.					
				N.C To evaluate and analyse creative works using the language of art, craft and design.			
Expression and imagination	Develop and share their own imagination and experiences through art.	Create art from imagination Create a piece of art as a response to an experience. Can communicate moods in their painting	Respond to a range of stimuli. Begin to give reasons for choice of materials/colours	Respond to the work of others and say how it makes them feel or think and give reasons as to why.	Talk about their intention and how they wanted their audience to feel or think.	Use Art to express an emotion. Why have they chosen the materials and techniques that they have? Express their emotions accurately through their painting and sketches	Use Art to express an abstract concept e.g war, love, creation.
		N.C To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		N.C To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (or example pencil, charcoal, paint, clay)			
Techniques Drawing	Develop and use texture, colour, line, pattern, shape, form and space.	Draw lines of different shapes and thickness, using different grades of	Explore shading with a pencil. Use different grades of pencils (4B, 8B, HB)	Show facial expressions in drawings. Use their sketches to	Show facial expressions and body language in their sketches.	Use drawing techniques to introduce perspective Organise line,	Ensure sketches communicate emotions and a sense of self with accuracy and imagination.

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>pencil?</p> <p>Draw using pencil and crayon.</p>	<p>Use charcoal, pencil and pastels.</p> <p>Show patterns and textures in their drawings.</p>	<p>produce a final piece of learning.</p> <p>Use different grades of pencil shade, to show different tones and textures.</p>	<p>Identify and draw simple objects and use marks and lines to produce textures.</p> <p>Use pencils to create tone and shade and intricate marks when drawing.</p> <p>Organize lines, tone, shape and colour to present figures and forms in movement.</p>	<p>tone, shape and colour to represent figures and forms in movement</p> <p>Use shading to create mood and feeling.</p> <p>Show reflection.</p>	<p>Use viewfinders and perspective techniques in composition.</p> <p>Explain why they have chosen specific drawing techniques.</p>
Painting		<p>Work with a variety of different brushes.</p> <p>Create moods in their paintings.</p> <p>Name the primary and secondary colors.</p> <p>Colour mixing</p>	<p>Mix paint to create all secondary colours</p> <p>Create light and dark colours by tinting and toning.</p> <p>Mix and match colours, predict outcomes.</p> <p>Mix their own brown.</p>	<p>Predict with accuracy the colours that they mix.</p> <p>To know where each of the primary and secondary colours sit on the colour wheel.</p> <p>Create a background using a wash.</p>	<p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Create mood in their paintings.</p> <p>Use shading to create mood and feeling.</p> <p>Build up painting</p>	<p>Create a range of moods into their paintings.</p> <p>Express their emotions accurately through their paintings.</p> <p>Practice skills to create different surfaces.</p> <p>Overprint using different</p>	<p>Explain what their own style of painting is.</p> <p>Use a wide range of techniques in their work.</p> <p>Explain why they have chosen specific painting techniques.</p> <p>Apply paint to show textures.</p> <p>'Limited palette' work. Working with</p>

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing		<p>from 2 primary colours</p> <p>Use a range of tools to begin to experiment with texture.</p> <p>Print with sponges, vegetables and fruit.</p> <p>Print onto paper and textile.</p> <p>Design own printing block.</p> <p>Create a repeating patterns.</p>	<p>Create a print using pressing, rolling, rubbing and stamping?</p> <p>Create work using natural materials to develop texture.</p> <p>Create a print like a designer.</p>	<p>Use a range of brushes to create different effects.</p> <p>Make a printing block.</p> <p>Make a two colour print.</p>	<p>techniques (resist work, layering, and scraping.)</p> <p>Print using at least four colors.</p> <p>Create an accurate print design.</p> <p>Print onto different materials.</p>	<p>colours.</p> <p>Develop sculpture techniques by manipulating natural materials to create a structure.</p> <p>Print using a number of colours.</p> <p>Create an accurate print design that meets a given criteria.</p> <p>Print onto different materials.</p>	<p>one colour and developing work using tints and shades.</p> <p>Overprint using different colours.</p> <p>Look carefully at the methods they use and make decision about the effectiveness of printing methods.</p>

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles		<p>Sort threads and fabrics.</p> <p>Group fabric and threads by colour and texture.</p> <p>Weave with fabrics and threads.</p> <p>Threading and using a needle to create a stitch.</p>	<p>Join fabric using glue.</p> <p>Sew fabrics together using a simple stitch.</p> <p>Create part of a class patchwork quilt.</p>	<p>Decoration techniques such as embossing, engraving and imprinting.</p> <p>Variety of stitching techniques (running, stabbing)</p> <p>Join fabric together to form quilt using paddling.</p> <p>Use sewing to add detail to a piece of work.</p>	<p>Use a range of textile and sewing skills as part of a project.</p>	<p>Use textiles and sewing skills as part of a project e.g. hanging, textile book. (Cross stitch, running, backstitch, applique or embroidery.</p>	<p>Include both visual and textile elements into their work.</p> <p>Construct scale models using joining and drawing techniques.</p> <p>Combine wide range of techniques and give reasons for choices.</p>
Malleable/3D		<p>Add texture by using tools.</p> <p>Make different kinds of shapes.</p> <p>Cut, roll and coil materials such as clay,</p>	<p>Make a clay pot.</p> <p>Join two finger pots together.</p> <p>Add line and shape to their learning.</p>	<p>Create texture and shape to the artwork.</p> <p>Work with life size materials.</p> <p>Create pop ups.</p>	<p>Experiment with and combine materials and process to design and make 3d form.</p> <p>Can they begin to sculpt clay and other</p>	<p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Sculpt clay and moldable</p>	<p>Create models on a range of scales.</p> <p>Create work which is open to interpretation by the audience.</p>

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		dough or plastercine.			moldable materials?	materials.	
Collage		<p>Cut and tear paper and card for collages.</p> <p>Gather and sort materials they will need.</p>	<p>Create individual and group collages.</p> <p>Use different kinds of materials on their collage and explain why they have chosen them.</p> <p>Use repeated pattern in the collage.</p>	<p>Overlap materials.</p> <p>Experiment using different colours.</p> <p>Use mosaics.</p> <p>Use montage.</p>	<p>Use ceramic mosaic.</p> <p>Combine visual and tactile qualities.</p>	<p>Use ceramic mosaic to produce a piece of art.</p> <p>Combine visual and tactile qualities to express mood and emotion.</p>	<p>Justify the materials they have chosen</p> <p>Combine pattern, tone and shape.</p>
		<p>N.C To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		<p>N.C To become proficient in drawing, painting, sculpture and other art, craft and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness.</p>			
IT		Use a simple painting program to create a picture	Change their photographic images on a computer	Use the printed images they take with a digital camera and combine them with other media to produce art work	Create a piece of art work which includes the integration of digital images they have taken.	Create digital images with animation, video and sound to communicate their ideas	Use software packages to create pieces of digital art to design

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Describe what they like in the work of another artist/craft maker/designer.</p> <p>Ask sensible questions about a piece of art.</p> <p>Look at a range of work by different artists and craft makers</p>	<p>Say how an artist/craft maker/designer have used colour/pattern and shape.</p> <p>Explore a range of work by other artists, craft makers and designers.</p> <p>Can ask questions about pictures and sculptures</p>	<p>Compare the work of different artists.</p> <p>Explore work from other cultures.</p> <p>Continue to explore and be exposed to work by other artists and designers</p> <p>Explore the work from other periods of time.</p> <p>Be able to give their opinion and say why they like/dislike the work of other artists.</p> <p>Talk about how other artist/craft maker/designer have used colour, pattern and shape.</p>	<p>Begin to research great artists and designers through time.</p> <p>Begin to include elements of other artists work in their own.</p> <p>Be able to appraise the work of other artists and designers and say how their work links to their own.</p>	<p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p> <p>Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p>	<p>Use the work of a famous artist as a stimulus for their own work.</p> <p>Use other artists work as a basis for critique.</p> <p>Research and develop the techniques of other artists to use in own work.</p> <p>Be introduced to the work of great designers through history.</p>	<p>Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.</p> <p>Be able to identify and appraise the work of designers through history.</p>

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Create a piece of work in response to another artist's work.				
		N.C To learn about the works 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.		N.C To know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.			