

Art Skills 2023-2024

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drawing and Sketching</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Explore different textures.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Make close observations.</p> <p>Make accurate drawings of people – particularly faces.</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Identify and draw the effect of light.</p> <p>Work on a variety of scales.</p> <p>Make accurate drawings of whole people including</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Explore the effect of light on objects and people from different directions.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Explore the concept of perspective.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Look at the effect of light on objects and people from different directions.</p> <p>Produce accurate drawings of people. Develop the concept of perspective.</p>

				proportion and placement.		
Painting and Colour	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Name the primary and secondary colours.</p> <p>Mix primary colours to make secondary colours.</p> <p>Use different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p>	<p>Mix a range of secondary colours, shades and tones. Make different tones of one colour using white.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Experiment with the use of colour to reflect mood.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p>Show an understanding of hue, tint, shades and mood.</p> <p>Explore the use of texture in colour.</p>	<p>Create shades and tints using black and white.</p> <p>Develop understanding of hue, tint, tone, shades and mood.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition)</p> <p>Look at using colour for purposes.</p> <p>Use colour to express feelings.</p>

Art Skills 2023-2024

<p>3D Work</p>	<p>Manipulate clay in a variety of ways e.g. rolling, kneading, shaping.</p> <p>Explore sculpture with clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes e.g. pots and models.</p> <p>Understand the basic safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier Mache object.</p> <p>Plan, design and make models.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work, understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>
<p>Printing</p>	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resistant printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise</p>	<p>Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Resist printing, including marbling, silkscreen and Coldwater paste.</p>	<p>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to the task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work. Work relatively independently.</p>

	pattern in the environment.				Choose inks and overlay colours.	
Digital	<p>To use simple tools and features of a paint program to illustrate themes and ideas using:</p> <p>Simple shapes</p> <p>Use of colour</p> <p>Capture everyday images and share with the class.</p> <p>To understand that you need to ask for permission before taking anyone’s photograph.</p> <p>To be able to save, locate and edit work with support.</p> <p>To explore differences between digital and non-digital images (including paintings and illustrations, photographs and animations).</p>	<p>To use simple tools and features of a paint program to illustrate themes and ideas using:</p> <ul style="list-style-type: none"> • Simple shapes • Use of colour • Brush size and type • Spray and fill effects <p>Capture everyday images and share with the class and edit photographs using simple editing software.</p> <p>To understand that you need to ask for permission before taking anyone’s photograph.</p> <p>To be able to save, locate and edit work with some independence.</p>	<p>Investigate tools with support within image editing software to change:</p> <ul style="list-style-type: none"> • Brightness • Contrast and saturation • Red eye removal <p>To understand that digital images can be altered to communicate different moods or ideas.</p> <p>Experiment using paint tool settings with support.</p> <p>Experiment using effects and filters with support.</p> <p>To understand the need to seek consent before capturing and/or using the images of others.</p> <p>Capturing images and edit/enhance/alter</p>	<p>Investigate tools with support within image editing software to change:</p> <ul style="list-style-type: none"> • Cropping • Rotating • Resizing <p>To understand that digital images can be altered to communicate different moods or ideas and change own images to reflect this.</p> <p>Experiment using paint tool settings independently.</p> <p>Experiment using effects and filters independently.</p> <p>To understand the need to seek consent before capturing and/or using the images of others.</p>	<p>Use tools within image editing software to change for a purpose:</p> <ul style="list-style-type: none"> • Brightness • Contrast and saturation • Red eye removal <p>To understand that digital images can be altered to communicate different moods or ideas and begin to edit digital images independently to convey a mood.</p> <p>Experiment using paint tool settings for a purpose.</p> <p>Experiment using effects and filters for a purpose.</p> <p>To understand the need to seek consent before capturing and/or using the images of others.</p> <p>Capturing images and edit/enhance/alter them</p>	<p>Use tools within image editing software to change for a purpose:</p> <ul style="list-style-type: none"> • Cropping • Rotating • Resizing <p>To alter digital images altered to communicate different moods or ideas.</p> <p>Use paint tool settings for a purpose.</p> <p>Use effects and filters for a purpose.</p> <p>To understand the need to seek consent before capturing and/or using the images of others.</p> <p>Capturing images and edit/enhance/alter them for their own ideas and purpose.</p> <p>To be able to save and retrieve work.</p> <p>Understand what to do if some ICT makes them</p>

Art Skills 2023-2024

	<p>Use paintings/graphics software to experiment with different techniques and effects to:</p> <p>Mimic a painting and style</p> <p>Adapt an existing image to communicate a simple idea.</p> <p>Understand what to do if some ICT makes them feel uncomfortable or worried.</p>	<p>To use paintings/graphics software to experiment with different techniques to:</p> <ul style="list-style-type: none"> • Adapt an existing image to communicate a simple idea or create a mood • Discuss their approaches and choices <p>Understand what to do if some ICT makes them feel uncomfortable or worried.</p>	<p>them so that they meet an agreed criterion.</p> <p>To be able to save and retrieve work.</p> <p>Understand what to do if some ICT makes them feel uncomfortable or worried.</p> <p>Apply the school's eSafety rules for the safe use of images.</p>	<p>Capturing images and edit/enhance/alter them so that they meet an agreed criterion.</p> <p>To be able to save and retrieve work.</p> <p>Understand what to do if some ICT makes them feel uncomfortable or worried.</p> <p>Apply the school's eSafety rules for the safe use of images.</p>	<p>for their own ideas and purpose.</p> <p>To be able to save and retrieve work.</p> <p>Understand what to do if some ICT makes them feel uncomfortable or worried.</p> <p>Apply the school's eSafety rules for the safe use of images.</p>	<p>feel uncomfortable or worried.</p> <p>Apply the school's eSafety rules for the safe use of images.</p>
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