

Art & Design 2024

WRENINGHAM VC PRIMARY - CURRICULUM KNOWLEDGE AND KEY SKILLS PROGRESSION



Art & Design

Intent Statement

At Wreningham VC Primary School we want our art curriculum to inspire, engage and challenge children – one that stimulates creativity and imagination. Art and Design provides children with the opportunities to develop and extend their art skills and an opportunity to express their individual interests, thought and ideas. Our intent is to enable children of all abilities to communicate what they see, feel and think using colour, texture, form, pattern and different materials and processes. Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

Implementation Statement

To ensure high standards of teaching and learning in art and design, our curriculum is progressive throughout the whole school. Art and design is taught in selective terms throughout the school year, focusing on knowledge and skills stated in the National Curriculum. We provide a variety of opportunities for art and design learning inside and outside the classroom. We use local museums and artists to enhance the children's learning. Each child has a sketchbook. We give the child ownership of their sketchbook to foster their sense of creativity and express their ideas. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions. Every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an initial key artist, craft maker or designer and their work.

In Key Stage One, children are taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and 3d work to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work 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.

In Key Stage Two, children are taught to develop their techniques, including their control and use of materials. Children are taught:

- To use sketch books to practise and develop their techniques, record their observations and use them to review and revisit ideas, prior to creating a final piece of art work.
- 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.

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Impact Statement

The Art curriculum at Wreningham Primary School contributes to children's personal development in creativity, independence, judgement and self-reflection. The intellectual, emotional, physical and social development the children gain through their art and design curriculum has a positive impact on their progress in other curriculum subjects.

As a result of the curriculum, the children will:

- Show clear enjoyment, self-expression and confidence in art and design.
- Gain knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work.
- Become creative, critical thinkers with enhanced cultural capital, prepared for their next steps after primary school.
- Be able to review, modify and develop their initial ideas (through the consistent use of sketch books) in order to achieve high quality outcomes.
- Refine and develop their techniques over time, supported by effective lesson sequencing and progression between year groups
- Most children will be working at or above the age-related expectations.

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National Curriculum Statutory Requirements		Topics
Key Stage 1 - Year 1/2	<p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work 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. 	<p>Henri Matisse- recreate own leaf painting Printing- outside learning week. Japanese hapa-zome Outside week- Natural art/sculpture Moon beams kiss the waves – Michael Crompton Outside week- Natural art/sculpture Aboriginal art Outside Week: Natural Art- weaving</p>
Key stage 2 – Year 3/4 & Year 5/6	<p>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.</p> <p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> -To create sketch books 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 	<p>Year 3/4 Georgia O’Keefe (American) Bridget Riley (English) The Group of Seven (Canadian) Year 5/6: 3D sculpture and the work of local artist and sculptor Rachel Long 3D Sculpture – ancient stone circles, photography. Paper Sculpture – decoupage: creating a 3D effect Paper Craft – origami , paper folding and miniature paper sculpture Landscapes and Skies in paint – Turner and Constable ‘Eyes to the Soul’ – An art project – Studio Gimli Japanese animation - drawing the eye Still Life – The Pomegranate and Rosh Hashanah Bold design and ceramic art– Clarice Cliff Water Lillies – Impressionism and Monet Re-arranging the Waterfall -Escher Pastel Skills - Degas Chimneys and Smoke - pastel work and charcoal - Lowry Printing – The Power of Water– Katsushiku Hokusai</p>

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Year 1/2	<p>Cycle A BI: There many different ways of representing ideas through art. KQ: How do artists represent their ideas through different styles?</p> <p>Abstract Art Aboriginal art-Know the names of all the colours -Introduce mixing of colours to make new colours-Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark Look at natural and manmade patterns and discuss. -Discuss regular and irregular – what does it mean?</p>	<p>BI: That art is all around us in nature KQ: What materials can we use to create sculptures?</p> <p>Children will begin to sketch from observation, using simple lines to sketch snails and other creatures before using clay to create a sculpture. Children will use naturally found objects to create a 3D sculpture, exploring composition. Working as a class, children to recreate Louise Bourgeois' Maman spider sculpture, the children will plan and create the legs and body of the spider before painting.</p>	<p>BI: Artist can represent Natural forms using their own interpretation and a variety of materials KQ: What are the similarities and difference between natural and man-made forms?</p> <p>Design- weaving seascape/creature Weaving Moon beams kiss the waves – Michael Crompton. Sea scape – thread different shades of blues/greens/yellow for sand at the bottom. Make sea creatures from various materials and stick onto the scape. Use various collage materials to make a specific picture</p>
	<p>Cycle B BI: Pattern can be made using a variety of media KQ: Which is your preferred medium for creating patterns?</p> <p>Printing and Patterns – Henri Matisse, Andy McKenzie Y1 – Leaf, press print Y2 leaves and potato prints</p> <p>Henri Matisse- recreate own leaf collage Leaf printing, hand leaves, draw around leaves and paint (colour mixing) cut out leaves to make a Matisse style picture</p> <p>DT Focus: CHRISTMAS Design and make a candle holders.- Coil, using tools to add texture</p>	<p>BI: Tools are very versatile and the way they are used can affect the outcome KQ: How can you use your tools to create the most realistic representation of your subject?</p> <p>Drawing – portraits, still life Compare Van Gogh and Degas, Picasso or Plants/Henri Rousseau or Sketching flowers/plants. e.g sunflower, Cezanne- fruit still life</p> <p>Look at paintings from artists and discuss</p> <p>Focus on line initially, extend to using pastels (oil and chalk) and paint. Yr 1 – use Van Gogh’s style eg thick paints glue spreaders, explore water colours and pastels Yr 2 – Explore different pencils to create effect in portraits</p>	<p>BI: The art of sewing is at least 20000 years old, and is both practical and artistic KQ: Can you make something beautiful from a single thread Textiles Sewing – Binka Yr 1: Experiment with simple paper and/or material weaving using a card loom. -Add objects to the weaving - buttons, twigs, dried flowers -Explore colour in weaving -Discuss how textiles create things – curtains, clothing, decoration -Yr 2 Build on experiences in Year 1 -Develop skills of overlapping and overlaying to create effects -Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. -Simple appliqué work attaching material shapes to fabric with running stitches -Start to explore other simple stitches - backstitch, cross-stitch</p>

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<p>Year 3/4</p>	<p>Cycle A Drawing Big Idea: Drawing is when images are created by making lines; drawing can also have tonal areas. KQ: How have artists used drawing to express themselves, their creativity and their skills?</p> <p>Anyone can draw: Drawing warm-up exercises Website: 12 simple Warm-Up Exercises that will Transform your Drawing Practice (cravepainting.com) Medium: pencil</p> <p>Anyone can draw: Ball point pen drawings Website: 12 amazingly talented Drawing Artists to get Inspired by (cravepainting.com) Artist: Il Lee Medium: ball point pen</p> <p>Make a continuous line drawing Website: Make a Continuous Line Drawing Tate Kids Artist: Donald Rodney Mediums: pencil, pastel, charcoal</p> <p>Sketching techniques Resource: video on SharePoint Medium: sketching pencils (graphite) -four different methods: tip of pencil, side of pencil, hatching, cross-hatching</p> <p>Final piece: Draw a sound creature Website: Draw a Sound Creature Tate Kids Artists: André Bicât, Tom Phillips Medium(s): children to choose from previous lessons</p> <p>*Children to create a small version of each of the above, ready for the end of year art show, so they can show the process?</p> <p>Vocabulary: tone, draw/drawing, continuous, sketching, medium</p>	<p>Cycle A Colour (Painting) Big Idea: Colours, shapes and marks can be used in a variety of ways to express meaning, ideas and feelings. KQ: How does Georgia O’Keefe and Bridget Riley use colour, shapes and marks to create their art?</p> <p>Artists: -Bridget Riley (English)</p> <p>Focus: -colour mixing -composition (how you arrange shapes and colours) -shapes and patterns -experimenting with colour to make painting(s) more vibrant</p> <p>Websites Bridget Riley Who is Bridget Riley? Tate Kids Search results Tate</p> <p>Vocabulary: colour, shape, marks, composition, patterns</p>	<p>Cycle A Colour (Painting) Big Idea: Colours, shapes and marks can be used in a variety of ways to express meaning, ideas and feelings. KQ: How does Georgia O’Keefe and Bridget Riley use colour, shapes and marks to create their art?</p> <p>Artists: -Georgia O’Keeffe (American)</p> <p>-colour mixing -composition (how you arrange shapes and colours) -shapes and patterns -experimenting with colour to make painting(s) more vibrant</p> <p>Websites Georgia O’Keeffe Who is Georgia O’Keeffe? Tate Kids Art The Georgia O’Keeffe Museum (okeeffemuseum.org)</p> <p>Vocabulary: colour, shape, marks, composition, patterns</p>
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<p>Cycle B BI: The art of sewing is at least 20000 years old, and is both practical and artistic</p> <p>KQ: How can we use sewing to design and create items</p> <p>Children will design and make an item using a number of different stitches. Children will use binka to develop the skills taught in class 2 to design and make an item e.g. a book-mark.</p>	<p>Cycle B Colour (chalk pastel) Big Idea: Artists were commissioned to record the events of the war. KQ: How can art that is recording something so atrocious also be considered interesting and important?</p> <p>WW2: Blitz background with silhouette in front -chalk pastel -explore images of the Blitz -discuss the colours seen in these images -experiment with the chalk pastels to create their own Blitz background -evaluate their own work and that of others to make improvements</p> <p>Website: https://www.tate.org.uk/art/art-terms/w/war-artists</p> <p>Artists: variety (look at above website and choose carefully)</p> <p>Sculpture: Texture and Form Big Idea: Nature and the world around us can be a source of inspiration. KQ: Does sculpture always have to be permanent?</p> <p>Experiment with shape and form Geometric shapes -practice making geometric shapes, attaching pieces together, making something from one piece of clay -How Hill: animal sculptures (clay) with found natural materials added</p> <p>Abstract shapes -soap carving: making something from a single piece of material (ESPO white buttermilk hand soap, pack of 12 85g bars, £2.45) -Artist: Barbara Hepworth -website: https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth</p>	<p>Cycle B Big Idea: Patterns are all around us, in nature as well as in art and design. KQ: How does pattern affect art?</p> <p>Pattern -look at pattern around us (in nature, buildings, different cultures, animals, etc.) -design different patterns in their art books -explore shapes and colours, including mono designs -what materials can be used to create the patterns (e.g. string, buttons, etc.)</p> <p>Printing -based on the above pattern work, design and create a pattern which can be created into a simple press print using card and string -print the pattern in art books -move onto collagraph style press printing using the pattern work they've learned and created</p> <p>*Opportunity to look at great architects and designers in history (e.g. Greek architecture with stylised acanthus leaves, William Morris, Antoni Gaudi, Frank Lloyd Wright, Zaha Hadid, etc.) with the aim of being inspired by the patterns they used in their work.</p> <p>Vocabulary: motif, pattern, printing, mono, architect, design, designers</p>
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		<p>-website: https://www.tate.org.uk/kids/make/sculpture/soap-carving</p> <p>Outdoor sculpture/land art How Hill: outdoor sculpture and art Artist: Andy Goldsworthy</p> <p>Vocabulary: silhouette, texture, shape, form, permanent, ephemeral, geometric, abstract</p>	
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Year 5/6	<p>Cycle A 3D sculpture – elemental heroes Big Idea: Shape in sculpture can give an impression of movement in a still object</p> <p>KQ: How can I represent a feeling or characteristic in a pose? – depicting the human body along with powerful actions/emotions through wire sculpture Sketching the human frame and developing the human form accurately. Study of Rachel Long – metal sculptress</p> <p>Soft Pastel - Mysterious Isles Big Idea: Light and dark can give the impression of distance</p> <p>Q: How do my colour and tone choices affect how a picture makes one feel?</p> <p>- using blending and tone skills combined with</p>	<p>Still Life – RE Week – pomegranates and symbolism</p> <p>Big Idea: Careful observation is essential in representing still life accurately</p> <p>KQ: How can I create a colour if I do not have the one I require?</p> <p>Still life observation and sketching skills. Mixing colour skills to match observations. Adding an element of symbolism into a piece of artwork, using ideas explored in The Jewish festival of Rosh Hashanah.</p>	<p>Creating the favela</p> <p>Big Idea: Simple structure and use of colour can create an impression of something in the real world.</p> <p>KQ: How can we create a stylized piece of artwork which effectively represents its subject?</p> <p>A town on a hill – Rio Favela representation of the Favela – quick sketching skills and fine ink pen drawing to build up an impression of organised chaos in structures using the favela. Methods of adding colour – precise work and flooding.</p> <p>Study of Domingos – favela painter in Brasil</p>	<p>RE Week Art Element:</p> <p>Big Idea: A simple design can represent a big idea</p> <p>KQ: What detail can I omit while still maintaining my idea.</p> <p>Representing a big idea with vivid, bold design.</p> <p>Study of Clarice Cliff and her bold designs and colour choices.</p> <p>Design a tile to represent the symbolism of the cross in Christianity</p>	<p>Watercolour Skills</p> <p>Big Idea: Methods of applying paint can create impressions of the real world.</p> <p>KQ: How can we create an effective impression of nature using watercolour?</p> <p>The Landscape- Watercolour Mountains, Turner’s skies and Constable’s clouds, Monet’s impressionism – Water Lillies Watercolour skills – depicting water - using paint and omission of paint to create water effect. How does Monet create an impression - water lilies</p>	<p>Paper sculpture – mini-sets</p> <p>Big Idea: Big designs start with small designs</p> <p>KQ: How can paper be used as an effective medium for 3d sculpture?</p> <p>Costume and Set Design Weekend project related to class play</p> <p>The Power of Waters – repeating designs in print</p> <p>Big Idea: Printing allows efficient repetition</p> <p>KQ: How can we create a complex design with simple lines and shapes in lino print</p> <p>Water related designs created using lino print technique. Children learn to use technique effectively and safely. Studu of Katsushika Hokusai (The Great Waver)</p>
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	<p>decoupage skills to create a vivid mysterious island.</p>					
	<p>Cycle B 3D sculpture – shrinking our world</p> <p>Big Idea: The perception of realism can be created in different ways in art.</p> <p>KQ: How can we create the feeling of depth in of picture using different mediums?</p> <p>Mixing Mediums – Photography/ pastel/sculpture Create dramatic skies and combine this effect with photography and miniature natural sculpture, repeating layers to create depth in order to build up a standing stones piece of art.</p>	<p>Observation skills and representation – Eyes to the Soul sculpture – elemental heroes</p> <p>Big Idea: Simplicity in art can convey a deeper idea, thought or emotion.</p> <p>KQ: How can we create our object from the real world using focused observation?</p> <p>‘Eyes to the Soul’ – An art project Observation skills applied to sketching eyes. Cartoon eyes /Manga eyes through to detailed pencil drawing of eyes.</p> <p>Study of Japanese animation studio, Studio Ghibli animation and eyes – how is expression created – the use of reflection</p>	<p>Drawing Skills – The Magic of Escher</p> <p>Big Idea: Design and art can be tightly linked</p> <p>KQ How can we use geometry and simple shapes to build our piece of work?</p> <p>Escher – appreciating architectural drawing– re-arranging Escher’s ‘The Waterfall’ Tracing skills and reproducing the same picture using different mediums.</p>	<p>Tone, shade and blending – Cities of Smoke</p> <p>Big Idea: Tone and shade can create layers and depth</p> <p>KQ How can we use one colour to produce a range of effects?</p> <p>Pastel Work and charcoal – Industry destroys the planet – investigation into how introduction of black medium must be used carefully.</p> <p>Study of Lowry to inspire depiction of an industrial time.</p>		<p>Tracing Paper as a flexible medium – Mythical beasts spring from the history</p> <p>Big Idea: Choice of paper is important in opening up opportunity for creativity</p> <p>KQ How can we combine mediums to produce a good effect?</p> <p>Mythical Beasts and watercolour backgrounds – tracing and reuse of master copies – use of tracing paper as a tactile medium to create effects – movement/ age.</p> <p>Textiles and sewing skills – combining textures and fabric.</p> <p>Big Idea: Choice of fabric and its qualities relate to its function.</p> <p>KQ How can we use our sewing and artistic design skills to create a piece which is both artistic and practical</p> <p>Designing an accessory using textiles to be used by a character in the class performance.. Sewing , cutting and combining textiles skills.</p>

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Key Knowledge & Skills

	Year 1/2	Year 3/4	Year 5/6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<p><u>Year 1</u></p> <ul style="list-style-type: none"> -Draw lines of different shapes and thickness, using different grades of pencil -Extend the variety of drawings tools -Explore different textures -Observe and draw landscapes -Observe patterns -Observe anatomy (faces, limbs) -Create moods in their drawings <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Understand where they might use different grades of pencil in their drawing and why -Experiment with tools and surfaces -Discuss use of shadows, use of light and dark -Sketch to make quick records 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> -Use different shading techniques to give depth to a drawing use different shading techniques to create texture in a drawing -Investigate different marks made by pencils and compare -Explore shading techniques investigating light/medium and dark tone -Use a viewfinder to select and develop part of an image <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Introduce the concepts of scale and proportion -Experiment with drawing techniques to support their observations -Create a sense of distances and proportion in a drawing 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> -Experiment with drawing techniques to support their observations (eyes) -Create a sense of distances and proportion in a drawing(favela) -Use pencil to show tone, use different tones of the same colour (eyes, sketching sculpture, favela) -Develop a series of drawings that explore a theme(sketching sculpture, Escher, favela) -Produce increasingly accurate drawings of people (eyes, sculpture planning) -Introduce the concept of perspective (sketching sculpture) <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Look at the effect of light on elements in a picture (landscape painting, industrial) -Produce increasingly accurate drawings of people (sketching sculpture) -Introduce the concept of perspective (stone circles, watercolour) -Produce increasingly detailed preparatory sketches for painting and other work(mythical beasts) -Produce drawings show a strong understanding of how to use shading techniques to create depth and tone (sketching sculpture, eyes) -Create accurate and experimental drawings (Escher, favela) -Work on a variety of scales and also work collaboratively (Stone circles, favelas-miniature versions)

Key Knowledge & Skills

	Year 1/2	Year 3/4	Year 5/6
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> -Know the names of all the colours -Introduce mixing of colours to make new colours -Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark -Continue to explore applying colour with a range of tools for enjoyment <p><u>Yea</u>-Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <ul style="list-style-type: none"> -Make as many tones of one colour as possible using primary colours and using white -Darken colours without using black -Mix colours to match those of the natural world – colours that might have a less defined name -Experience using colour on a large scale, A3/A2 playground 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> -Extend exploring colour mixing to applying colour mixing -Make colour wheels to show primary and secondary colours -Introduce different types of brushes for specific purposes <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Make the colours shown on a commercial colour chart -Mix and match colours to those in a work of art -Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. -Use colour to express meaning, ideas and feelings 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> -Control and experiment with particular qualities of tone, shades, hue and mood.(industrial) -Consider colour for purposes(Pastel island/industrial pollution) -Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint(Holst) <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Use colour to express moods and feelings(eyes, landscapes). - Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. (industrial pollution, watercolour skies)
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Key Knowledge & Skills			
	Year 1/2	Year 3/4	Year 5/6
Texture (textiles, clay, sand, plaster, stone)	<p><u>Year 1</u></p> <ul style="list-style-type: none"> -Experiment with simple paper and/or material weaving using a card loom. -Mix colours and paint strips of paper to weave with -Add objects to the weaving - buttons, twigs, dried flowers -Explore colour in weaving -Build on skills of using various materials to make collages –using some smaller items -Use texture to provide information – e.g. manmade/ natural materials, a ‘journey’ of where they have been etc. - Sort according to specific qualities, e.g. warm, cold, shiny, smooth etc. -Discuss how textiles create things – curtains, clothing, decoration <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Build on experiences in Year 1 -Develop skills of overlapping and overlaying to create effects -Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. -Simple appliqué work attaching material shapes to fabric with running stitches -Start to explore other simple stitches - backstitch, cross-stitch. -Use various collage materials to make a specific picture 	<p><u>Year 3</u></p> <p>Build on all previous experiences.</p> <ul style="list-style-type: none"> -Use smaller eyed needles and finer threads (WW2 day) -Show awareness of the nature of materials and surfaces – fragile, tough, durable -Research patterns from different cultures <p><u>Year 4</u></p> <p>Build on all previous experiences</p> <ul style="list-style-type: none"> -Start to place more emphasis on observation and design of textural art. -Use initial sketches to aid work -Continue experimenting with creating mood, feeling, movement and areas of interest 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> -Interpret stories, music, poems and use environment and townscapes as stimuli (favela, stone circles, industrial pollution) -Select and use materials to achieve a specific outcome (stone circles, wire sculpture) -Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work (escher in different mediums, printing mythical creatures) -Consider methods of making fabric (play costume) -Look at work of other artists using textiles i.e. Molly Williams, Jill Denton, Linda Caverley(play costume) <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Develop experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. (stone circles, Escher in different mediums) -Applies knowledge of different techniques to express feelings (eyes, sculpture) -Use found and constructed materials -Work collaboratively on a larger scale(performance set creation)

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Key Knowledge & Skills			
	Year 1/2	Year 3/4	Year 5/6

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<p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> -Use both hands and tools to build -Construct to represent personal ideas -Use materials to make known objects for a purpose, i.e. puppet -Cut shapes using scissors -Carve into media using tools -Pinch and roll coils and slabs using a modelling media -Make simple joins by manipulating modelling material or pasting carefully <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Develop an awareness of natural and man-made forms and environments -Express personal experiences and ideas in work -Shape and form from direct observation -Use a range of decorative techniques: applied, impressed, painted, etc. -Use a range of tools for shaping, mark making, etc. -Construct from junk materials -Replicate patterns and textures in a 3-D form. -Have simple thoughts about their own work and that of other sculptors. (Moore, African, Native American, Goldsworthy) 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> -Use the equipment and media with increasing confidence. -Shape, form, model and construct from observation and / or imagination with increasing confidence -Plan and develop ideas in sketchbook and make simple choices about media -Have an understanding of different adhesives and methods of construction -Begin to have some thought towards size -Simple discussion about aesthetics <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Plan and develop ideas in sketchbook and make informed choices about media. -Experience surface patterns / textures. -Work safely, to organize working area and clear away -Discuss own work and work of other sculptors with comparisons made -Consider light and shadow, space and size 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> -Use sketchbook to inform, plan and develop ideas. -Shape, form, model and join with confidence. (element sculpture) -Produce more intricate patterns and textures (play costume) -Work directly from observation or imagination with confidence. (wire sculpture) -Take into account the properties of media being used. (stone circles, tracing paper creatures) -Discuss and evaluate own work and that of other sculptors in detail. <p><u>Year 6</u></p> <p>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>
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Key Knowledge & Skills			
	Year 1/2	Year 3/4	Year 5/6
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<p><u>Year 1</u></p> <ul style="list-style-type: none"> -Create patterns and pictures by printing from objects using more than one colour. -Develop impressed images with some added pencil or decorative detail. -Relief printing - string, card, etc. -Use equipment and media correctly, to produce clean image. -Use appropriate language to describe tools, process, etc. <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Use printmaking as a means of drawing. -Create order, symmetry, and irregularity -Extend repeating patterns - overlapping, using two contrasting colours etc. -Still prints with a growing range of objects, including manmade and natural printing tools. -Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.) -Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> -Use the equipment and media with increasing confidence. -Use sketchbook for recording textures/patterns. -Use language appropriate to skill. -Discuss own work and that of other artists -Explore colour mixing through overlapping colour prints deliberately <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Use sketchbook for recording textures/patterns -Use language appropriate to skill -Interpret environmental and manmade patterns and form -Discuss the nature of effects able to modify and adapt print as work progresses. -Recreates texture through deliberate selection of natural materials 	<p><u>Year 5 – Lino Printing Project</u></p> <ul style="list-style-type: none"> -Experienced in combining prints taken from different objects to produce an end piece. -Experiment with ideas, to plan in sketchbook. -Experienced in producing pictorial and patterned prints. -Designs prints for fabrics, book covers and wallpaper. -Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) -Discuss and evaluate own work and that of others. (Morris, labelling, etc.) <p><u>Year 6 – Lino Printing Project</u></p> <ul style="list-style-type: none"> -Build up drawings and images of whole or parts of items using various techniques, e.g. card, relief. -Recreate a scene remembered, observed or imagined, through collage printing. <p>Screen printing.</p> <ul style="list-style-type: none"> -Explore printing techniques using by various artists

Art & Design

Key Knowledge & Skills			
	Year 1/2	Year 3/4	Year 5/6
Pattern (paint, pencil, textiles, clay, printing)	<p><u>Year 1</u></p> <ul style="list-style-type: none"> -Awareness and discussion of patterns around them – pattern hunt. -Experiment creating repeating patterns on paper using drawing or printing of own design. (Link to Maths) <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. -Look at natural and manmade patterns and discuss. -Discuss regular and irregular – what does it mean? 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> -Search for pattern around us in world, pictures, objects. -Use the environment and other sources to make own patterns, printing, rubbing. -Use sketchbooks to design own motif to repeat. <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Consider different types of mark making to make patterns. -Look at various artists creation of pattern and discuss effect 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> -Use shape to create patterns -Create own abstract pattern -Patterns reflect personal experiences and expression-Create pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. (Escher, lino print) <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Look at various artists creation of pattern and discuss effect (RE Week– Islam) -Discuss own and artists’ work, drawing comparisons and reflecting on their own creations.