**National Curriculum Programmes of Study**

**Art & Design - Year 1**

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| KS1 Art & Design | |
| Ar1/1.1    to use a range of materials creatively to design and make products |  |
| Ar1/1.2    to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |  |
| Ar1/1.3    to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |  |
| Ar1/1.4    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 |  |

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| **Development of Drawing Skills** | |
| Exploring simple mark making using an HB pencil  As control improves, develop tonal work using lines |  |
| Developing this mark making on a variety of papers: kitchen, sugar, newsprint, cartridge, card etc |  |
| Work on different colours and shapes of papers  Work on a variety of sizes of paper: A1, 2, 3, 4, 5, 6. |  |
| Draw/mark make with a variety of materials: wax crayons, chalk, charcoal, pastel, felt-tip, biro etc  Expand and revisit materials used, building skills as you use them  Continue to develop and use the sketchbook and Resource Book |  |
| Introduce a sketchbook, use to explore and record examples of the above as well as ideas. Start Resource Book: Pattern  Continue to develop and use the sketchbook and Resource Book |  |
| Draw from observation, imagination & experience  Ensure a balance between these three |  |
| Develop a language for drawing: see vocab  Reinforce and expand language: tools techniques etc |  |
| Developing colouring in skills using coloured pencils  Move towards a graduated infilling |  |
| Look at the way different artist have drawn: Van Gogh, Da Vinci, Moore, Picasso etc. relate to media or topic. Discuss works looked at (see Appendix). Discuss own work |  |

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| **Development of Painting Skills** | |
| How to use and care for the equipment. Develop language  Developing correct language of colours and grouping, moving towards predicting colours mixed |  |
| How to use media: mixing powder paint, changing colours, etc  Developing correct language of colours and grouping, moving towards predicting colours mixed  Working in and exploring colour spectrums |  |
| Simple colour mixing: primaries – link with Resource Book work  Working in and exploring colour spectrums |  |
| Develop into simple secondary colour mixing  Working in and exploring colour spectrums |  |
| Brush skill work, both what can be done with a brush and motor skill developments  Record and develop in sketchbook |  |
| Use paint of different consistency |  |
| Explore lightening and darkening colours  Making own black |  |
| Develop mark making with a variety of things: fingers/sponges/twigs etc |  |
| Work on a variety of different coloured/sized/shaped papers |  |
| Work in a variety of ways: easel/table/floor/etc |  |
| Work in different timescales: prescribed/open-ended |  |
| Work from observation, imagination, memory |  |
| Look at the way different artists have painted: Van Gogh etc |  |
| Children single mounting work |  |

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| **Development of Clay-work/Sculpture Skills** | |
| Develop and explore simple shape forming and modelling both from observation and imagination  Expand media, ModRoc etc |  |
| Develop simple joining techniques |  |
| Mark make into surfaces: playdoh, plasticine, clay etc  Develop more complicated overlay of pattern, rub and record in sketchbook |  |
| Develop skill activities:  Simple rolling coils - Develop simple coil ware  Simple pinching shapes - Develop simple pots/sculptures  Simple rolling slabs - Develop tile work/pots etc |  |
| Work on different scales |  |
| Work as individual, in groups, whole class |  |
| Experience assemblage  Explore using found/junk/collected. Collage work |  |
| Develop appropriate language for media and equipment |  |
| Link work with sketchbook and resource book, textures, patterns, idea development  Develop ideas from other skill areas |  |
| Look at the way different artists have worked within the media used, exploring different cultures  Look at ad discuss a variety of products; staff mugs through to sculptures |  |

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| **Development of Printing Skills** | |
| Rubbings, using wax crayons, developing a repertoire of surfaces |  |
| Finger, hand, footprints developed into single, repeat and pictures  Develop into pictures etc. using more than one colour and overlaying |  |
| Drawing into an inked surface with finger, pencil etc. - Develop intricacy of line and add second colour  Simple vegetable prints - Work with combinations  Printing using objects such as leaves, lids, corks, sponges, screwed up paper etc - Develop information bank for reference, relate to resource book, sketchbook. |  |
| Impressing objects into clay, plasticine and printing it  Develop more detailed prints. |  |
| Drawing with the roller  Simple string prints - Develop more detailed prints using more than one type of string.  Simple card prints - Cut and draw into card before printing |  |
| Cut/torn paper prints - Work in second colour over the top of a first |  |
| Simple press prints - Work in second colour over the top of a first |  |
| Development of language appropriate to skill |  |
| Retain examples in sketch book for reference. |  |
| Look at the work of printmakers and discuss |  |

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| **Development of Textiles Skills** | |
| Pupils should be taught how to use and care for the equipment and media they use |  |
| The language of the skills should be developed as children progress |  |
| Developing work as designs (single or repeating) and as pictures |  |
| Mark making on fabric using simple media such as water based felt tips, fabric crayons etc |  |
| Simple printing onto fabric using things like vegetables, found objects, press prints, string etc  Developing simple networks, expand colour range |  |
| Simple tie and dye, using single colours but using different strings and threads - Develop more complicated knotting add second colour  Flour and starch resist work developing into simple batik - Simple batik, using tjanting/brush and working in colours. Simple Silk Painting |  |
| Simple sewing using simple stitches but developing into designs/observed and imagined work  Expanding range of stitches, patchwork |  |
| Weaving simple twig, card or frame work using a range wools, strings, threads  Using a range of media, knotting etc |  |
| Developing collage work with an expanding range of media |  |
| Developing ideas in sketch book and resource book |  |
| Looking at and discussing the work of artists, craftspeople and designers whose work relates to skill area |  |

**National Curriculum Programmes of Study**

**Art & Design - Year 2**

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| KS1 Art & Design | |
| Ar2/1.1    to use a range of materials creatively to design and make products |  |
| Ar2/1.2    to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |  |
| Ar2/1.3    to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |  |
| Ar2/1.4    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 |  |

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| **Development of Drawing Skills** | |
| Children are developing intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work. |  |
| Working in a variety of ways: On a table/floor/wall/easel etc |  |
| Have had experience of mark making with a range of media |  |
| Are using sketchbooks to develop and collect information about materials/skills etc |  |
| Are using Resource Book |  |
| Are drawing from Observation, Imagination, Experience |  |
| Have basic language for this skill areas and use it |  |
| Are developing their skills with coloured pencils |  |
| Have looked at a range of drawings in differing media by different artists from a variety of cultures and have discussed |  |

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| **Development of Painting Skills** | |
| Children care and use equipment and media in the correct way |  |
| Children have the correct language for the equipment and media they use |  |
| They are confident at mixing and predicting colours mixed |  |
| They are confident about lightening and darkening colours and can make their own black |  |
| They have a developing knowledge of what a brush can do. |  |
| They are using a sketchbook |  |
| They have had experience of painting on a variety of different coloured, sized, shaped, types of paper in a variety of consistencies of paint, with a variety of things |  |
| Have worked in different timescales |  |
| Have worked in different ways: easel/table etc. and on their own, in groups, as a class |  |
| Have worked from observation |  |
| Have worked from imagination |  |
| Have worked from memory |  |
| Have looked at a variety of works of Art from different cultures and are able to discuss what they see |  |
| They are able to use a rotary guillotine and can single mount their work. |  |

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| **Development of Clay-work/Sculpture Skills** | |
| Children should be aware of and putting into use safe practice |  |
| They will be confident in shaping and modelling materials from both observation and imagination |  |
| They can join with confidence |  |
| They have a repertoire of mark making knowledge and are using it |  |
| They can coil simple forms |  |
| They can pinch ware |  |
| They can slab ware |  |
| They have worked on different scales, in different timescales, in different ways (individually, groups class) |  |
| They have had experience of Assemblage |  |
| They have had experience of carving |  |
| Have worked from Observation |  |
| Have worked from Imagination |  |
| Have worked from Experience |  |
| They use a developing language of the skill |  |
| Work is linked to sketchbook and resource book work; texture, pattern, shape etc |  |
| They have looked at a variety of works of Art from a variety of cultures and are able to discuss when they see |  |
| Are aware of the kiln and firing |  |

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| **Development of Printing Skills** | |
| Has a good knowledge of different textures, has a selection for reference in sketch book |  |
| Can print single, repeat and picture end pieces in more than one colour |  |
| Can overlay prints |  |
| Can use and clear away equipment competently |  |
| Is able to take prints from a variety of surfaces: vegetables, objects, hands/fingers, leaves, string etc |  |
| Has experienced impressing objects into clay/plasticine and taken prints |  |
| Has drawn with a roller/glue gun |  |
| Has produced 3 or 4 layer card prints, using cutting and impressed line to develop detail |  |
| Has used cut/torn stencils to produce images and has worked over in a second colour |  |
| Has worked with press print, developing intricate patterns/textures and has over-printed in a second colour |  |
| Has a developing language for this skill area |  |
| Has looked at and discussed examples of printmaking and is able to express own view |  |

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| **Development of Textiles Skills** | |
| Should be able to use and care for equipment and media used |  |
| Has a developing language for this skill area |  |
| Has developed work as designs, both single and repeating and as pictures |  |
| Has worked from direct observation and from imagination |  |
| Has worked on different scales and in different ways; individually, in groups and as a class |  |
| Has worked on fabrics using simple media to make marks |  |
| Has printed on fabric in more than one colour |  |
| Has experienced tie dye work using more than one colour and working with a range of knots |  |
| Has worked with Batik, using the tools, in more than two colours.  Has experienced Silk Painting |  |
| Is capable of sewing and using stitches in a variety of ways to achieve different effects |  |
| Has woven with a variety of media |  |
| Has developed work in collage using a range of media |  |
| Has developed ideas in sketchbook |  |
| Is linking work to resource book |  |
| Has looked at and discussed examples of textile work and is able to express own view |  |

**National Curriculum Programmes of Study**

**Art & Design - Year 3**

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| KS2 Art & Design | |
| Ar2/1.1    to create sketch books to record their observations and use them to review and revisit ideas |  |
| Ar2/1.2    to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials |  |
| Ar2/1.3    about great artists, architects and designers in history |  |

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| **Development of Drawing Skills** | |
| Recap - Children are developing intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work  Build - Introducing simple perspective and hatching/shading techniques |  |
| Pupils beginning to choose appropriate media to work in. Expanding repertoire of what can be drawn with: wire/wax etc |  |
| Recap - Have had experience of mark making with a range of media  Build - Pupils beginning to choose appropriate media to work in. Expanding repertoire of what can be drawn with: wire/wax etc |  |
| Sketchbook work developed, expanding preparatory and experimental work. Start to include written evaluation/ notes Sketchbook work developed, expanding preparatory and experimental work. Start to include written evaluation/ notes |  |
| Are using Resource Book |  |
| Are drawing from Observation, Imagination, Experience |  |
| Developing and using both when discussing own work and that of other artists |  |
| Are developing their skills with coloured pencils |  |
| Looking, discussing and comparing works of art by artists from a variety of movements: Van Gogh – Post Impressionist etc |  |

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| **Development of Painting Skills** | |
| Children care and use equipment and media in the correct way |  |
| Children have the correct language for the equipment and media they use |  |
| Can use hues, complementary/harmonising colours etc |  |
| They are confident about lightening and darkening colours and can make their own black |  |
| They have a developing knowledge of what a brush can do. |  |
| They are using a sketchbook |  |
| Recap - They have had experience of painting on a variety of different coloured, sized, shaped, types of paper in a variety of consistencies of paint, with a variety of things  Build - Pupils are beginning to choose appropriate media work with |  |
| Have worked in different timescales |  |
| Have worked in different ways: easel/table etc. and on their own, in groups, as a class |  |
| Have worked from observation |  |
| Have worked from imagination |  |
| Have worked from memory |  |
| Looking, discussing and comparing works of Art, using the developing language. Using key artists, but exploring other, involved in those movements |  |
| Pupils single and double mounting work when completed |  |
| **Development of Clay-work/Sculpture Skills** | |
| Children should be aware of and putting into use safe practice |  |
| Recap - They will be confident in shaping and modelling materials from both observation and imagination  Build - Introduce wedging |  |
| They can join with confidence larger and more delicate joints |  |
| They have a repertoire of mark making knowledge and are using it, developing more complicated overlays |  |
| They can coil simple forms, developing larger ware |  |
| They can pinch ware, linking with pots and sculpture |  |
| They can slab ware, developing wrap-around etc |  |
| They have worked on different scales, in different timescales, in different ways (individually, groups class) |  |
| They have had experience of Assemblage and are continuing in more focused ways |  |
| They have had experience of carving |  |
| Have worked from Observation |  |
| Have worked from Imagination |  |
| Have worked from Experience |  |
| They use a developing language of the skill |  |
| Work is linked to sketchbook and resource book work; texture, pattern, shape etc  Developing further this link, evaluations in sketchbook |  |
| They have looked at a variety of works of Art from a variety of cultures and are able to discuss when they see  Looking at, discussing and comparing works, using their developing language |  |
| They have had an opportunity to load/unload the kiln |  |

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| **Development of Printing Skills** | |
| Has a good knowledge of different textures, has a selection for reference in sketch book |  |
| Can print single, repeat and picture end pieces in more than one colour |  |
| Can overlay prints |  |
| Can use and clear away equipment competently |  |
| Can combine to produce pictures, overprint with additional colours using more than one source |  |
| Recap - Has experienced impressing objects into clay/plasticine and taken prints  Build - Explore scratching, marking surfaces such as hardboard, Perspex and print |  |
| Has drawn with a roller/glue gun |  |
| Has produced 3 or 4 layer card prints, using cutting and impressed line to develop detail  Build - Develop second colour overlay work |  |
| Use cut/torn stencils to produce images and develop pictures and provide more detail through precise cutting |  |
| Has worked with press print, developing intricate patterns/textures, Working in up to 8 colours, overlaying. Work in more detail showing intricate line and pattern work. Link with sketch book |  |
| Has a developing language for this skill area |  |
| Has looked at and discussed examples of printmaking and is able to express own view |  |

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| **Development of Textiles Skills** | |
| Should be able to use and care for equipment and media used |  |
| Has a developing language for this skill area |  |
| Has developed work as designs, both single and repeating and as pictures |  |
| Has worked from direct observation and from imagination |  |
| Has worked on different scales and in different ways; individually, in groups and as a class |  |
| Has worked on fabrics using simple media to make marks, developing a repertoire and experimenting with their use |  |
| Has printed on fabric expanding colour range |  |
| Has experienced tie dye work using more than one colour and working with a range of knots, developing repertoire of knots and their effects |  |
| Has worked with Batik, using the tools, expanding colours.  Has experienced Silk Painting, overlaying coloured Guttas |  |
| Is capable of sewing and using stitches in a variety of ways to achieve different effects, developing tapestry/sampler work along with appliqué etc |  |
| Weaves, working in larger frames, exploring 3D media |  |
| Has developed work in collage using a range of media  Introduce knitting, macramé, lace etc |  |
| Has developed ideas in sketchbook, evaluations included |  |
| Is linking work to resource book |  |
| Has looked at and discussed examples of textile work and is able to express own view |  |