






 St Paul's Catholic Primary School Subject area: Art and Design skills Curriculum leader: Miss Hazelden								
	Nursery	Year R	Year 1 KS1 Skills	Year 2 KS1 Skills	Year 3 Lower KS2	Year 4 Lower KS2	Year 5 Upper KS2	Year 6 Upper KS2
Generic	Explore using a range of materials on different scales working on different ion different surfaces. Use fine and gross motor skills and develop dexterity Talk about their work Look at paintings of famous painters and say what they can see.		Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work		Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.			
Drawing 	Mark making Mark making with a range of dry materials and different sizes Pens/ pencils / charcoal / chinks / pencils attached to sticks. work on different mark making movements; wavy , scribbles Circles, zig zags etc. Use drawing materials on different papers. Work on different scales : ground walls wall paper different	Mark making Explore mark making with a range of drawing apparatus and tools Arrangement of sizes and scales e.g. pens charcoal crayons etc. use on a variety of types of and sized paper or work on a big scale e.g. wall paper - mark making to music or to stories . Draw to share experiences / to stories / from imagination.	Mark making Explore using a range of apparatus from observation/ imagination and experience. Start to represent and explore visual elements such as form and texture Pattern Tone and shape Colour Explore using a range of colours e.g a yellow green / blue green	Mark Making Draw using a range of art materials Explore the mediums properties. Start recording visual elements such as tone (3 tones) texture , pattern. Line and shape. Draw from observation and to express ideas, and also draw from imagination. Colour Start to match colours and blend	Mark Making Draw using a range of art materials. To mark make to show texture and other element, use oil pastels / chinks Colour to become more accurate at mixing and matching colours. Continue with proportions and basic perspective	Mark making Draw for a range of purposes .Show a range of marks and techniques that show tone (x4) texture) Form/ shape and pattern. Start to evaluate own drawings Know which sketching pencils to use for different mark making Colour Continue to mix and match colour using drawing	Mark Making Draw for a range of purposes; observation. Expression, imagination or to plane ideas. Start to apply perspective in drawing. Use tools and technique for a purpose in art work. Proportions of faces. Begin to evaluate own work against a set criteria.	Mark making Continue with drawing for a range of purposes but developing further mastery in drawing skills and use of media. Proportions of body and figurative art. To be able to evaluate own art work against a given criteria Drawing staring to show techniques of adding an art

	positions (easels , standing sitting ,	Draw from observation		and layer chalks/ pastels . Simple portrait drawing finding out about basic proportions	Develop ways to record texture , line pattern and tone	resources such as oils and chalks. learn blending and layering techniques Reinforce proportions of face etc. start to annotate work in sketch books. Attempt 3d effects in drawings such as ellipses.	Apply own techniques to add pattern , texture tine or line to their work Colour Start to use a range of hues and shades on one colour	element to their work independently Colour to use a range of hues and shades on one colour
Knowledge Drawing		Know how to handle different drawing equipment	Know how to handle different drawing materials For a different purpose e.g Pencils and pens : line and pattern Charcoal: tone	Know that different materials blend and mix differently Artists in history, including Paul Cezanne, Fede Galizia and Giuseppi Arcomboldo have chosen fruit as their subject and have represented it in different ways. Shapes can be represented through drawing. Marks, lines and patterns can be added to drawings for effect.	Know that different materials are more suitable to record line and pattern Knowledge of different gradients of pencils Know what tone is	Use knowledge of handling the different drawing resources Knowledge of gradient of pencil enables selection for purpose	Know the importance of sketching lightly and use mistakes as a guide Know drawing is an early form of communication	Knowledge of local artist Some Knowledge of perspective when drawing landscapes Understand proportions when drawing figures Know the different properties of Art resources
Painting 	Explore using a variety of brushes rollers fingers etc. to paint with. Paint on different scales Play with paint Colour Start to identify colours and name them	Explore how to hold a paint brush, Paint using a range of brushes and rollers of different sizes. Colour	Start to use different types of paints (palettes/ ready mix and powder) Colour Know the 3 primary colours Know the 2 secondary colours and Mix secondary colours.	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g.	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work

		Through play investigate colour mixing. Name the primary colours	Paint with more control holding the brush correctly. Know how to keep paint consistency Independently change water when required	techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties Colour Identify primary and secondary colours by name Mix primary and secondary shades and tones Texture Create textured paint by adding sand.	and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades Know what a tertiary colour is.	and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades	observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours	from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours
Knowledge Painting	Name colours	Name the primary colours Name an artist and recognise their work e.g. Mondrian	Name primary and secondary colours and know how to make them Know the art work of Paul Klee	Name primary secondary and tertiary colours and know how to make them To identify warm and cold colours To name an artist and talk about their work e.g. Kandinsky	To know what a tint and shade is in painting To know what a hue is To know about an artist and recognise their style of art e.g. Salvador Dali To know how paints were made in the past	To know about gradients of secondary hue To know how Mary has been painted over time and know how colours were made in the past.	To name an artist e.g. Monet and recognise their style of painting Apply knowledge of colour mixing to work	To know about complimentary colours Know about the artist my dog sighs and recognise his style of art
Printing 	Printing with different objects feet hands and toys	Explore Printing with feet, hands, finger etc. Print with objects: fruit, toys (cars . plastic dinosaurs) and class room objects. Simple nonprinting	Print with a range of objects. Printing a repeating pattern or a regular pattern, Spot patterns in the environment (wrapping paper, clothing etc. Make print pictures. e	Identify regular and irregular patterns from their environment. To make a simple impressed pattern / picture with one colour. e.g. use polystyrene and impress patterns	Explore different prints made from different textures Create a print picture using textured materials. e.g. a print of the iron man / use wood to create a Roman mosaic picture	Create printing blocks using a relief or impressed method Create repeating patterns Print with two colours overlay e.g. Angel of the North Overlay second colour	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens,	Create printing blocks by simplifying an initial sketch book idea Use a raised relief and Create prints with an over lay of three.

							colour pens and paints work onto monoprints	
Knowledge of printing	Know objects can be used to print		Know printing is used for a variety of purposes e.g fabric , wrapping paper	To know the difference between a regular and irregular pattern	Know textured surfaces can be used to print	To know understand the purpose printing block	Know the use of printing in the past	Know about the history of printing
Textiles 	Use a range of fabric and thread	Sort different threads and materials by colour or texture. Practice weaving patterns with lacing boards etc Weave collaboratively on a large scale e.g large ribbon through fence	Learn how to weave using paper Practice using Stitching boards	Investigate different ways to join two pieces of fabric together. Use a range of fabrics and materials to create and art piece	Begin to learn running stitch how to thread a Needle and tie a knot and sew on a sequin	Thread a needle, use a variety of stitches running and back stitch	Thread a needle, use a variety of stitches running and back stitch/ cross stitch and sew on a button. Experiment with tie dye	Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects
3D And sculpture Clay 	Clay Skills Roll/ poke/ pick/ squeeze learn to manipulate clay with fingers. Impress objects and tools. Encourage vocab to describe as playing with clay. Cut . Explore what happens when water added to clay. Experiment with constructing and joining recycled, natural and	Clay Skills Roll a sausage shape on the table Roll a small palm size ball using hands only Outcome: Clay dinosaur	Clay Skills Practise skills in manipulating clay with hands. Make a small clay disc and practise impressing tools and objects to make an impression. Make a simple pinch pot Outcome: Clay owl Experiment with constructing and	Clay Skills Develop skills further in manipulating clay. Roll a clay disc and impress patterns and marks with more control using tools and everyday objects Make a simple coil pot of a pinch pot with more skill. Learn skills in joining clay using cross hatch and slip Outcome: to make a Diva lamp Diwali	Clay Skills Roll a clay tile Impress patterns and textures on to surface to build a relief Roll a ball make a pinch pot. Outcome: Egyptian canopic jars Plan, design and make models from	Clay Skills roll a slab/ cut shapes using templates / join clay / impress textures Join clay adequately simple base for extending and modelling other Outcome: Make a model of Sutton Hoo Helmet (Saxons)	Clay Skills Revisit past skills learnt Make two pinch pots and join them together using joining techniques 5 star pull out figure Outcome: Greek pot / bear figure Shape, form, model and construct from	Clay Skills Apply creatively skills learnt previously to make own clay sculpture or tile Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing. Outcome: Clay pot or 3D tile

	manmade materials Use simple 2 D shapes to create a 3 D form Make own 3D art using recycling	Experiment with constructing and joining recycling	joining recycled, natural and manmade materials Use simple 2D shapes to create a 3D form	Experiment with constructing and joining recycled, natural and manmade materials Use simple 2D shapes to create a 3D form	observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes	Plan, design and make models from observation or imagination. and construct shapes	observation or imagination Use recycled, natural and man- made materials to create sculptures. Plan a sculpture through drawing	
Clay vocab	Soft /wet /grey/ brown / roll/clay Join, cut,pull	Wet, dry, mould shape, roll, flatten. Impress, squash Texture, join	Grey clay Red earthenware Texture Shape mould Slip, score , cross hatch , smooth Join Impress	Kiln, roll, even thickness Slats disc Coil Slip, score, join, Smooth Pinch pot Coil pot	Kiln, roll, even thickness Slats disc Coil Slip, score, join, Smooth Pinch pot Coil pot	roll a slab / cut shapes using templates / join clay / impress textures.	Crosshatch, kiln, slip, glaze, slab, leather hard,	Crosshatch, kiln, slip, glaze, slab, leather hard, Porcelain, grey clay, red earthenware.
Knowledge and understanding Clay	To know that it can be shaped and moulded	To know where clay is from, and it can be used to make things	To know where clay is from. To know what clay can be used for it uses To know that clay comes in different colours	To know clay is a natural material understand the properties of the material when wet and dry To know how clay can be hardened in a kiln	Know where clay is from. Describe its properties. Know how clay changes as it dries	Know clays use and how it has been using over time	To understand the importance of clay throughout history and for crafts people today Know a range of vocabulary. Crosshatch, kiln, slip, glaze, slab, leather hard,	To know the work of some ceramic artist e.g. Clarice Cliffe . Know a range of vocabulary Know clays use and how it has been using over
Collage 	Cut stick different materials	Explore using different papers and fabric to create a picture (Avoid scrunched up tissue paper! – use flat and over lapping instead	Make a picture with different types and colours of paper/ materials Stick flat Use textures paper, rubblings etc.	Tear paper along the grain Overlap and stick different papers to build a picture Paper board	Make a model joining parts with paper and paste using smoothing or twisting technique	Make a model joining parts with paper and paste using smoothing or twisting technique and scrunching paper to build	twist and join paper to create a model or sculpture	Plat twist and scrunch to make a model or sculpture
Digital Media			Record visual information using digital cameras, video recorders	Record visual information using digital cameras, video recorders Use a simple graphics package to	Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type	Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type	Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken)	Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken)

				<p>create images and effects with Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools Record</p>	<p>of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)</p>	<p>into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)</p>
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