

***Subject - Art***

***Skills development for planning progression through the curriculum.***

***Knowledge should be taught at age related expectations within the content, taken from the National Curriculum programme of study.***

***Skills should be learned at the level of the children’s ability.***

*Key Questions for the teacher:*

1. *Is the quality of children’s work improving over time?*
2. *Are children broadening their knowledge?*
3. *Are children raising the level of their skills which they can use and apply throughout their work?*
4. *Are children deepening their understanding of the areas being studied?*

Subject: Age Related Statutory Coverage

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|  | Key Stage One Learning | Key Stage Two Learning |
| Knowledge | Pupils should be taught:   * 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 | 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. * 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 |

Suggestions of activities to meet curriculum intent: Resilience, Life skills, Basic skills ,Agreed Topics ?

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | * UK geography * Local Area * Egyptians * Stone age | * Ancient Greece * Romans | * Raging Rivers * South America * North America * Anglo Saxons * Vikings * Maya | * Coasts * UK map work * Volcanoes * Crime and Punishment |
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Art and the curriculum intent

Basic skills –

* know how to mix paint effectively to create new colours, tints and shades
* knowing how use basic art materials and which ones to use on different occasions and how they can be used effectively for different purposes e.g. pencils, charcoals, pastels paint, different types of pencil

Resilience –

* Perseverance when drawing and resilience so that when they are not happy with their work, they have another go, re-visit their work(which needs to be a skill developed in their sketchbook) and not giving up, chn often say I can’t draw and we need to dispel this myth.
* Willingness to adapt and refine their work and not always be happy with their first attempt

Life skills-

* Knowing about some of the more famous artists, their work and their style including some local artists and sculptors
* Use of the local area art connections such as Smith art gallery in Brighouse etc

<https://www.accessart.org.uk/national-curriculum-planning-art-sketchbooks/>

Progression of skills

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| Area | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Designing and collecting ideas | I can experiment with different forms of media and keep a record of my experimentations trying out different ideas | I am beginning to record visual information in a sketch book | I can explore ideas and collect some visual information in a sketch book  I can develop ideas from starting points throughout the curriculum in my sketch book  . | I can collect information, sketches and resources from different sources in my sketch book  I can explore different techniques and media with some guidance in a sketch book | I can explore different techniques and media adapting ideas as they progress in my sketch book. | I can adapt, refine and revisit ideas as they progress in my sketch book |
| Painting | I can begin to mix primary colours in order to make new colours and recognise and name the colours they are using. | I can mix paint in a range of colours and am able to describe these colours using appropriate vocabulary ( dark, light, pale).  I can begin to add small quantities of white paint to a primary colour to make lighter tints of that colour and black paint for dark tints | I can tell you the names of the primary colours  I can **effectively** mix primary colours to make secondary. | I can mix white to colours to make tints and black to colours to make tones. | I can use a number of brush techniques using thick  and thin brushes to produce shapes, textures, patterns and lines. | I can create a colour palette based upon colours observed in the natural or built world.  I can experiment creating mood with colour. |
| Drawing | I can use a range of tools which can produce marks on a variety of backgrounds and create different types of line and effects e.g. dots,circles,smudgy, jagged etc when producing my drawings | I can experiment with techniques to create a range of tones using graded drawing pencils and use these to incorporate tone and texture into my drawings | I can draw lines of different sizes and thicknesses and experiment with other media such as pastels and charcoals  I can show pattern and texture by adding dots and lines and can create effects with pastel and charcoal | I can show different tones using different types of pencils and textures using different types of shading  I use blending techniques when using pastels and charcoals | I can use different grades of pencils to show line, tone and texture.  I can sketch lightly  I can use shading to show light and shadow  I can use hatching and cross hatching to show tone and texture. | I can use a choice of techniques to depict movement, perspective, shadows and reflection  I can choose a style of drawing suitable for the work.  I am beginning to use a variety of techniques independently to add interesting effects (e.g. reflections, shadows, direction of sunlight). |
| 3D art | I know that a sculpture is viewed from all angles (3 dimensionally). I can create simple sculptures using a variety of resources and experiment with different colours and textures. | I understand that sculpture is viewed from all angles and begin to  produce recognisable 3D representations using an increasing number of materials. | I can use techniques such as rolling, cutting, moulding and carving. | I can use frameworks (such as wire) to provide stability and form. | I can use a variety of techniques when working with 3D materials  I can use tools to add shapes, texture and pattern independently | I am beginning to combine visual and tactile qualities to my 3D art work independently |
| Work of artists | I can describe the work of other artists and begin to tell you what I like and dislike about the work and begin to talk about the types of colours, patterns etc the artist has used | I can comment on my own work and that of others/artists studied and begin to make suggestions for further improvements.  . | I can describe the work of notable artists and designers and use some ideas to create pieces of my own. | I can create original pieces that are influenced by studying the art of other notable artists and designers | I can note down (including in my own sketches) information about the style of the artists I am studying | I can create original pieces that show some influences and styles of the artists I have studied in KS2 |