

Subject:	<b>ART</b>
Year:	<b>Year 1</b>

Attitudes	Key Skills	Strategies	Evidence
<p>Enthusiastically try out and use all materials that are presented to them.</p> <p>Show an interest and investigate the work of others.</p> <p>To work spontaneously expressively using marks, lines and curves.</p> <p>Enjoy the act of making and creating.</p>	<p><b>Generating Ideas</b> (the skills of designing and developing ideas)</p> <ul style="list-style-type: none"> <li>Recognise that ideas can be expressed in their art work and begin to develop these.</li> </ul> <p><b>Making</b> (skills of making art, craft and design)</p> <ul style="list-style-type: none"> <li>Try out a range of materials and processes</li> </ul> <p><b>Evaluating</b> (skills of judgement and evaluation)</p> <ul style="list-style-type: none"> <li>Describe what they think about the work of others.</li> </ul> <p><b>Knowledge and understanding</b> (acquiring and applying knowledge to inform progress)</p> <ul style="list-style-type: none"> <li>To recognise and describe different kinds of art and design e.g. painting, sculpture...</li> <li>To name the tools, techniques and the basic elements of art (e.g. colour, line shape, pattern, form etc...).</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li><i>developing observational skills</i></li> <li><b>Mark making</b></li> <li><i>Exploring line, shape and pattern</i></li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li><b>Mark making</b></li> <li><i>Exploring tools and techniques</i></li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li><i>Colour, shape and composition using coloured paper and magazines.</i></li> </ul> <p><b>3D skills</b></p> <ul style="list-style-type: none"> <li><i>Exploring clay</i></li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li><i>Using body and objects</i></li> </ul> <p><b>Artist and, crafts people</b></p> <ul style="list-style-type: none"> <li><i>Miro, Kandinsky (line shape and pattern)</i></li> <li><i>Aztec pattern</i></li> <li><i>Archimboldo</i></li> <li><b>Matisse (collage)</b></li> </ul>	<p>Sketchbooks</p> <p>Teacher/TA observation of the children applying the key skills</p> <p>Talking to the children about what they know</p> <p>Assessing what the children make.</p>

Subject:	<b>ART</b>
Year:	<b>Year 2</b>

Attitudes	Key Skills	Strategies	Evidence
<p>Make sensible choices about what do to next.</p> <p>Refining and improving their work.</p> <p>Show an awareness of art from other cultures and times.</p> <p>Enjoy the act of making and creating.</p>	<p><b>Generating Ideas</b> (the skills of designing and developing ideas)</p> <ul style="list-style-type: none"> <li>Use drawing to record ideas and experiences.</li> </ul> <p><b>Making</b> (skills of making art, craft and design)</p> <ul style="list-style-type: none"> <li>Deliberately choose to use particular techniques for a given purpose.</li> <li>Developing care and control over the materials they use.</li> </ul> <p><b>Evaluating</b> (skills of judgement and evaluation)</p> <ul style="list-style-type: none"> <li>Beginning to express clear preferences and give some reasons for these (<i>I like that because...</i>)</li> </ul> <p><b>Knowledge and understanding</b> (acquiring and applying knowledge to inform progress)</p> <ul style="list-style-type: none"> <li>Know that different forms of art and made from all cultures and times.</li> <li>To be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary e.g. names of tools and colours.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li><i>developing observational skills</i></li> <li><i>Further progression of skills and techniques for: line, shape, colour and pattern.</i></li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li><i>Introduction to water colour techniques.</i></li> <li><i>Simple colour mixing</i></li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li><i>Exploring specific qualities e.g. shiny, smooth, warm, cold.</i></li> </ul> <p><b>3D skills</b></p> <ul style="list-style-type: none"> <li><i>Using clay</i></li> <li><i>Form, shape, texture, colour and pattern</i></li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li><i>One colour relief printing</i></li> </ul> <p><b>Artist and, crafts people</b></p> <ul style="list-style-type: none"> <li><i>African textiles and pattern.</i></li> <li><i>Art from other times and cultures e.g. cave painting, Greeks, Egyptians.</i></li> </ul>	<p>Sketchbooks</p> <p>Teacher/TA observation of the children applying the key skills</p> <p>Talking to the children about what they know</p> <p>Assessing what the children make.</p>

Subject:	<b>ART</b>
Year:	<b>Year 3</b>

Attitudes	Key Skills	Strategies	Evidence
<p>To think carefully about what they like and dislike about their work in order to improve it.</p> <p>Plan and develop ideas using a sketch book.</p> <p>Willingness to investigate and experiment with different materials and techniques.</p>	<p><b>Generating Ideas</b> (the skills of designing and developing ideas)</p> <ul style="list-style-type: none"> <li>Use sketch books for different purposes e.g. recording observations, planning and shaping ideas.</li> </ul> <p><b>Making</b> (skills of making art, craft and design)</p> <ul style="list-style-type: none"> <li>Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques.</li> </ul> <p><b>Evaluating</b> (skills of judgement and evaluation)</p> <ul style="list-style-type: none"> <li>Reflect upon what they like and dislike about their work in order to improve it.</li> </ul> <p><b>Knowledge and understanding</b> (acquiring and applying knowledge to inform progress)</p> <ul style="list-style-type: none"> <li>To know about and describe the work of some artists, crafts people, architects and designers.</li> <li>To be able to explain how to use some of the tools and techniques they have chosen to work with.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li><i>Further development of observational skills</i></li> <li><i>Focus on pattern (geometric and natural)</i></li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li><i>Simple weaving techniques</i></li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li><i>Progression of painting skills from year 2</i></li> <li><i>Warm and cool colour</i></li> <li><i>Further development of Colour mixing skills</i></li> </ul> <p><b>3D skills</b></p> <ul style="list-style-type: none"> <li><i>Developing and extending clay techniques</i></li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li><i>Repeat pattern printing</i></li> </ul> <p><b>Artist and, crafts people</b></p> <ul style="list-style-type: none"> <li><i>Variety of artists and designers who work with pattern</i></li> <li><i>Range of print makers and sculptors</i></li> </ul>	<p>Sketchbooks</p> <p>Teacher/TA observation of the children applying the key skills</p> <p>Talking to the children about what they know</p> <p>Assessing what the children make.</p>

Subject:	<b>ART</b>
Year:	<b>Year 4</b>

Attitudes	Key Skills	Strategies	Evidence
<p>Confidently reflect upon their own and others work.</p> <p>Start using their sketchbooks purposefully.</p> <p>Aim to develop their technical skills to improve the quality of their work.</p> <p>Start to develop independent thinking.</p>	<p><b>Generating Ideas</b> (the skills of designing and developing ideas)</p> <ul style="list-style-type: none"> <li>Using the sketch book to improve understanding, inform ideas and plan for an outcome e.g. show several different versions of an idea and how research has led to this.</li> </ul> <p><b>Making</b> (skills of making art, craft and design)</p> <ul style="list-style-type: none"> <li>Investigate the nature and qualities of different materials and processes systematically.</li> <li>Apply technical skills learnt to improve quality of work.</li> </ul> <p><b>Evaluating</b> (skills of judgement and evaluation)</p> <ul style="list-style-type: none"> <li>Regularly reflect on their own work using comparisons with work of others to identify how to improve.</li> </ul> <p><b>Knowledge and understanding</b> (acquiring and applying knowledge to inform progress)</p> <ul style="list-style-type: none"> <li>Able to know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</li> <li>Able to demonstrate how the tools they have chosen to work with can be used effectively and safely.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li><i>Further development of observational skills</i></li> <li><i>Focus on simple perspective, positive and negative</i></li> <li><i>Portraits</i></li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li><i>Basic stitching skills</i></li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li><i>Mixed media</i></li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li><i>Progression of painting skills.</i></li> <li><i>Painting on a large scale</i></li> </ul> <p><b>3D skills</b></p> <ul style="list-style-type: none"> <li><i>Clay portraits</i></li> <li><i>Paper mache</i></li> <li><i>Wire work</i></li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li><i>Simple collograph printing</i></li> </ul> <p><b>Artist and, crafts people</b></p> <ul style="list-style-type: none"> <li><i>Range of portrait artists</i></li> <li><i>Range of sculptors who work with scale e.g. Oldenburg</i></li> <li><i>Textile artists.</i></li> </ul>	<p>Sketchbooks</p> <p>Teacher/TA observation of the children applying the key skills</p> <p>Talking to the children about what they know</p> <p>Assessing what the children make.</p>

Subject:	<b>ART</b>
Year:	<b>Year 5</b>

Attitudes	Key Skills	Strategies	Evidence
<p>Confidently use sketchbooks for a variety of purposes</p> <p>Confidently investigate new and unfamiliar materials</p> <p>Aim to achieve high quality outcomes.</p>	<p><b>Generating Ideas</b> (the skills of designing and developing ideas)</p> <ul style="list-style-type: none"> <li>Using sketchbooks to record their observations and use them to review and revisit their ideas.</li> </ul> <p><b>Making</b> (skills of making art, craft and design)</p> <ul style="list-style-type: none"> <li>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> </ul> <p><b>Evaluating</b> (skills of judgement and evaluation)</p> <ul style="list-style-type: none"> <li>Regularly analyse and reflect on their progress, taking account of what they hoped to achieve.</li> </ul> <p><b>Knowledge and understanding</b> (acquiring and applying knowledge to inform progress)</p> <ul style="list-style-type: none"> <li>Research and discuss ideas and approaches of various artists, craftspeople, designers and architects.</li> <li>How to describe the processes they are using in detail.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li><i>Exploring materials and techniques</i></li> <li><i>Drawing texture and pattern from observation</i></li> <li><i>Drawing in 3D</i></li> <li><i>Using tone</i></li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li><i>Exploring skills and techniques – colour, tone.</i></li> <li><i>Natural forms</i></li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li><i>Shape, colour, outline and composition using painted paper.</i></li> <li><i>To explore three dimensions.</i></li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li><i>2 colour relief printing</i></li> </ul> <p><b>Artist and, crafts people</b></p> <ul style="list-style-type: none"> <li><i>A variety of Still Life artists contemporary and traditional.</i></li> <li><i>A variety of architects and designers.</i></li> <li><i>Georgia O’Keefe</i></li> </ul>	<p>Sketchbooks</p> <p>Teacher/TA observation of the children applying the key skills</p> <p>Talking to the children about what they know</p> <p>Assessing what the children make.</p>

Subject: **ART**

Year: **Year 6**

Attitudes	Key Skills	Strategies	Evidence
Independently develop a range of ideas which show curiosity, imagination and originality.	<b>Generating Ideas</b> (the skills of designing and developing ideas) <ul style="list-style-type: none"><li>Using sketchbooks to investigate, research and test ideas.</li></ul>	<b>Drawing</b> <ul style="list-style-type: none"><li><i>Drawing on a large scale</i></li><li><i>In tone with charcoal</i></li></ul> <b>Painting</b> <ul style="list-style-type: none"><li><i>Perspective, composition and colour</i></li><li><i>Painting in tone</i></li></ul> <b>Collage</b> <ul style="list-style-type: none"><li><i>Outline and composition</i></li></ul> <b>3D skills</b> <ul style="list-style-type: none"><li><i>Clay – slab techniques</i></li><li><i>Plaster reliefs`</i></li></ul> <b>Printing</b> <ul style="list-style-type: none"><li><i>Collagraph printing</i></li></ul> <b>Artist and, crafts people</b> <ul style="list-style-type: none"><li><i>A variety of sculptors</i></li><li><i>Landscape artists traditional and contemporary.</i></li></ul>	Sketchbooks  Teacher/TA observation of the children applying the key skills  Talking to the children about what they know  Assessing what the children make.
	<b>Making</b> (skills of making art, craft and design) <ul style="list-style-type: none"><li>Refine their technical skills in order to improve their mastery of materials and techniques.</li><li>Independently select and use relevant processes in order to create successful and finished work.</li></ul>		
	<b>Evaluating</b> (skills of judgement and evaluation) <ul style="list-style-type: none"><li>Provide a reasoned evaluation of both, their own and others work, taking account of starting points, intentions and context.</li></ul>		
	<b>Knowledge and understanding</b> (acquiring and applying knowledge to inform progress) <ul style="list-style-type: none"><li>To know how to describe, interpret and explain the work of other artists.</li><li>To know about technical vocabulary and techniques.</li></ul>		