

# ART

Generic skills and drawing skills are applicable to each unit of work

Unit	Vocabulary	'Sticky' Knowledge	Skills	Monitoring Evidence
Generic Skills Year 3	Sculpture Environmental Art Statue Primitive art Cave drawing Paper mache Fresco Textiles Technique	For each unit children should have an understanding of the artists life, their place in history and their style of art.	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.	Children's sketch books show evidence of researching famous artists. <i>No Place Like Home - various sculptures seen in Blackburn town centre</i> <i>Healthy Humans - Claes Oldenburg</i> <i>Rock and Roll - primitive cave artists</i> <i>What Did The Romans Do For Us -The House of Livia</i> <i>How Does Your garden Grow -Elizabeth Blackwell</i>
Generic Skills Year 4	Impressionism Impressionist Print maker Visual artist Abstract Modern art Aboriginal art	For each unit children should be able to discuss the importance of the artist's work and how their work is like that of the artist.	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,	Children's sketch books show evidence of researching famous artists  <i>The Plague - various scientific images of fleas</i>

	<p>Indigenous art Culture Symbols in art Contemporary art Traditional art Craftsmanship</p>		<p>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.</p>	<p><i>Art of Food - Renoir</i> <i>Passport to Europe - Matisse</i> <i>Water, Water Everywhere - Various</i> <i>Ancient Egyptian headdresses</i> <i>Hunted - Aboriginal art</i></p>
<p>Generic Skill  Year 5</p>	<p>Subject matter Style Composition Craftsmanship Jeweller Designer Abstract Expressionism Sculptort Contemporary artist</p>	<p>For each unit children should be able to refer to their sketch books to describe the work of the artist. They should be able to explain the style and movement of art that the artist was part of. They should be able to talk about how their works reflects the work of the artist.</p>	<p>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.</p>	<p>Children's sketch books show evidence of researching famous artists</p> <p><i>A Kingdom United - Celtic jewellery</i> <i>Food Glorious Food - The Dutch Masters</i> <i>Earthlings - Jackson Pollock</i> <i>Amazon Adventure - Rousseau</i> <i>Faster, Higher, Stronger - Ancient Greek statues</i> <i>Anthony Gormley</i></p>
<p>Generic Skills  Year 6</p>	<p>Expressionism Abstract Modern art Potter Textile artist</p>	<p>For each unit children should be able to make references to how the artist has been influenced and how they might use some of the ideas in their</p>	<p>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</p>	<p>Children's sketch books show evidence of researching famous artists</p> <p><i>Survival - August Macke</i> <i>Britten's Got Talent - Kandinsky</i> <i>Heroes and Villains -</i></p>

		<p>own work. They should be able to put the artist on a timeline using other artists as references.</p>	<p>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.</p>	<p><i>Picasso</i></p> <p><i>Oh I do like to be beside the seaside - Lowry/Clarice Cliff</i></p>
<p>Drawing Year 3</p>	<p>Shading Hatching Cross Hatching Stippling Mural Fresco Pattern Botanical drawings</p>	<p>Children should be able to choose the correct grade of pencil for drawing.</p> <p>Children should be able to use shading to show that objects have form.</p>	<p>Experiment with ways in which surface detail can be added to drawings.          Use sketchbooks to collect and record visual information from different sources.          Draw for a sustained period of time at an appropriate level.          Lines and Marks          Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.          Experiment with different grades of pencil and other implements to create lines and marks.          Form and Shape          Experiment with different grades of pencil and other implements to draw different forms and shapes.          Begin to show an awareness of objects having a third dimension.          Tone          Experiment with different grades of pencil and other implements to achieve variations in tone.          Apply tone in a drawing in a simple way.</p>	<p><i>No Place Like Home - drawings of sculptures using a range of drawing implements.</i>  <i>Healthy Humans - sketches of food using different shading techniques</i>  <i>Rock and Roll - observational drawings of fossils</i>  <i>What Did The Romans Do For Us - drawings of trees</i>  <i>How does your garden grow - observational drawing of flowers and plants</i></p>

			<p>Texture</p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a</p>	
<p>Drawing Skills</p> <p>Year 4</p>	<p>Still life</p> <p>Foreground</p> <p>Middle ground</p> <p>Background</p> <p>Shadow</p> <p>Painting</p> <p>Oil painting</p> <p>Line</p> <p>Shape</p> <p>Colour</p> <p>Texture</p> <p>Media/medium</p>	<p>Children should be able to use a range of media to show texture.</p> <p>Children can draw from observation showing 3D</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Lines and Marks</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Form and Shape</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Tone</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Texture</p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture</p>	<p><i>Sparks May Fly - drawings of electricity pylons showing quality of lines</i></p> <p><i>The Plague - observational drawing from pictures.</i></p> <p><i>Art of Food - observational drawings of food</i></p> <p><i>Passport to Europe - drawings of French houses</i></p> <p><i>Water, Water Everywhere</i></p> <p><i>Upside drawing of Egyptian Prince</i></p> <p><i>Hunted - Aboriginal art</i></p> <p><i>Observational drawings of animals</i></p>

<p>Drawing Skills Year 5</p>	<p>Line Tone Pattern Texture Composition Scale proportion</p>	<p>Children should be able to show proportion in their drawing of people</p> <p>Children should be able to choose different media to represent different texture</p>	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Lines, Marks, Tone, Form &amp; Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created</p>	<p><i>A Kingdom United - drawing from photographs of Celtic jewellery</i> <i>Food Glorious Food - observational drawing of food</i> <i>Earthlings - Amazon Adventure - Faster, Higher, Stronger - Ancient Greek statues</i> <i>Anthony Gormley</i></p>
<p>Drawing Skills Year 6</p>	<p>Sescape Focal point Shadow Shade</p>	<p>Children can use the grid principles for drawing a face.</p>	<p>Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils.</p>	<p><i>Survival - Observational drawing of animals used for painting</i> <i>Britten's Got Talent -</i></p>

	<p>Shading Vanishing point Horizon line Perspective</p>	<p>Children can explain what perspective is and to use it in their work.</p>	<p>Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition</p>	<p><i>Lines and marks responding to music Heroes and Villains - drawings of faces using grids</i></p> <p><i>Oh I do like to be beside the seaside - A drawing showing an understanding of perspective. Explore the painting 'Knot End'</i></p>
<p>Painting Year 3 <b>IRON MAN</b></p>	<p>Primary colour Secondary colour Tint Shade Texture A range of words for colours Cold and warm colours Palette</p>	<p>Children can say what primary and secondary colours are.</p> <p>Children can describe how green, orange and purple are made.</p> <p>Children can say what a tint and shade is. Children can make a tint and shade.</p>	<p>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 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</p>	<p><i>A painting that shows evidence of colour mixing paint.</i></p> <p><i>Practise and annotated colour mixing using paint.</i></p>
<p>Painting</p>	<p>Outline</p>	<p>Children know that</p>	<p>Experiment with different effects and</p>	<p><i>Still life painting using</i></p>

Year 4 The Art Of Food	Still life Foreground Middle ground Background Complimentary colours	paint can be used in different thicknesses to create an effect	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 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	<i>different thicknesses of paint for effect</i>
Painting Year 5 Amazon Adventure	Complimentary colours Cool colours Warm colours Viscosity Colour Shade Tone	To know that cool colours are blue, green, violet or blue-green are associated with air, sky and water and that warm colours are associated with fire and sun. Know that complimentary colours are directly opposite on the colour wheel.	<u>Develop a painting from a drawing</u> Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music <u>Colour</u> Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours	<i>A painting use only one colour</i>  <i>Examples in sketch book of how the painting has been developed from a drawing</i>
Painting Year 6 Survival Oh I do Like to Be	Colour Tone Shade Wash Pigment 'Plein Air'	To confidently use shades and tones of a colour and explain how to create these To use a wash and be able to explain how this is achieved	<u>Develop a painting from a drawing</u> Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music	<i>Survival - painting showing good colour mixing and matching</i>  <i>Oh I Do Like To Be Beside The Seaside - Painting based on the</i>

<p><b>Beside the Seaside</b></p>			<p><u>Colour</u> <u>Water colour</u> Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p>	<p><i>Lowry painting studied showing perspective</i></p>
<p>Printing Year 3 <b>Rock and Roll</b></p>	<p>Impressed printing Polystyrene printing tile Motif Pattern Random Organised Roller</p>	<p>Describe how to create an impressed printing piece  Explain the term 'Impress an image'</p>	<p>Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour Overlays</p>	<p>Example of children using a polystyrene printing tile - photographs/finished art  Annotated work in sketch books</p>
<p>Printing Year 4 <b>The Great Plague</b></p>	<p>Ink Water based Oil based Mono-print Design Visual art Printing roller</p>	<p>Children can explain the process of mono-printing.</p>	<p>Create prints using mono-printing techniques  Print with one colour</p>	<p>Mono-print developed from a drawing of a flea</p>
<p>Textiles Year 3 <b>How Does Your Garden Grow?</b></p>	<p>Fabric Pattern Attach Collaboration Design Designer Textile artist Felt</p>	<p>Children can explain how to attach fabric in more than one way. Stitching, gluing, stapling, Children can use a simple pattern and explain how this is</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining</p>	<p>A group piece on a larger scale showing the details of observational drawings of flowers.  Evaluations that show how each child has contributed to the</p>



	Material Cotton Silk Wool Hessian Synthetic Thread Needle Decoration	done.		collective piece.
Textiles Year 6  <b>Oh I do Like to Be Beside the Seaside</b>	Pattern Embellish Pinning Composition Proportion Scale Decoration Running stitch Cross-stitch Preliminary studies Aesthetics	Textile art is part of the fashion industry and how there are many jobs related to this industry. The various types of textile art - batik, silk screen printing, felting, patchwork.	Use different grades of threads and needles Experiment with a range of media to overlap and layer creating interesting colours and textures and effects	A textile picture of the seaside that has been developed from a drawing.
3D and sculpture Year 3  <b>Healthy Eating</b>	Papier mache Surface Pattern	Children know that papier mache can create a model	Plan, design and make models from observation or imagination Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object	Papier mache piece of fruit
3D and sculpture Year 4	Slip Pinch pot Malleable	Can create a slip and explain what its purpose is - to act as a glue	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a	<i>Make a pinch pot - join two and join two parts An animal with legs</i>

Hunted			malleable material	
3D and sculpture Year 5 Faster, Higher, Stronger	Armature Modroc Sculptor Modelling Model	Children know that wire can bend well to be used as an armature	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills using Modrock Produce intricate patterns and textures in a malleable media	<i>Modrock figure</i>
3D and sculpture Year 6 Oh I do Like To Be Besides The Seaside	Glaze Polish Sculpture Pinch Slab Coil Potter Ceramics <u>Kiln</u>	Children know that slip acts as glue and how to create templates to cut out clay slabs	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media	<i>A container using the slab technique with decoration</i>
Collage Year 3 What the Romans did for us	Tearing Overlapping Collage Layering Ripping Cutting	To know that a collage is made up of sticking pieces of paper or photographs together	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	Children create a fresco using collage techniques learned.  Evidence of collage techniques shown and annotated in sketch book.
Collage Year 4	Collage Abstract	To remember the phrase 'painting with	Experiment with a range of collage techniques such as tearing, overlapping and layering to	<i>A collage of both drawings and 'cut outs'</i>

Passport to Europe	Layout Studio Pinning	scissors' To use the word abstract	create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	<i>that have been inspired by Matisse.</i>  <i>Practise elements include 'The Snail'.</i>
Digital Year 3 Iron Man	Digital art Tool Effect Cut Repeat Pattern	Children can select tools to create chosen images	Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type 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	<i>Children produce a digital picture using a Paint programme - The Tate</i>
Digital Year 4 The art of food	Focus Out of focus Zoom Edit Crop Macro Filter	Children can use the camera feature on an iPad.  Children can use the editing tools on an iPad	Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Changing the type of brush to an appropriate style e.g. charcoal 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	<i>Examples of edited photographs in their sketch book</i>