

2's	Nursery	Reception
<p>Children create a termly piece of art, inspired by their work in the core curriculum (geography, history, science) - within the process they will study the work of great artists, architects and designers. Each piece will focus on development of 3 different skills; pencil and sketching techniques, painting and colour and 3D sculpture.</p>		
<p>Make marks unintentionally. Explore paint using fingers and other parts of their bodies. Children are beginning to explore a range of media which they can make marks in. Starts to make marks intentionally Explores paint using brushes Say some colour names. Children explore a range of media independently and are beginning to decide how to use them. Uses other tools to explore paint. Sometimes give meaning to the marks they make. Sometimes use colour names accurately. Children use all senses to explore a range of media.</p>	<p>Children begin to give meaning to the marks they make. Use mark making tools to make enclosed shapes. Use mark making tools with control to add details to shapes Add emotions in their drawings/paintings. Use drawings to represent movement or loud noises Uses mark making tools to make very simple representations.</p>	<p>Children can work with others to create a piece of artwork. Explain what they would like to make before they make it. Draw familiar people from memory. In a group, children can critique other children's artwork. Create new colours by mixing green, brown, orange and yellow pastels and paints; predict and narrate the effects Create new colours by layering and overlapping blue, green and white. Children can critique their own artwork. Make considered choices to create mixed media or relief design in clay. Children can adapt their artwork after critique. Make increasingly detailed observational drawings and paintings of nature found objects and living things. Make detailed and accurate observational drawings of natural found objects and living things, including matching colours. Create, describe and explain transient 2D or 3D designs or sculptures with natural and non natural materials. Shape and mould wet sand and clay with hand tools to create a particular effect.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children create a termly piece of art, inspired by their work in the core curriculum (geography, history, science) - within the process they will study the work of great artists, architects and designers. Each piece will focus on development of 3 different skills; pencil and sketching techniques, painting and colour and 3D sculpture.</p>					
<p>NC: 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 technologies in using colour, pattern, texture, line, shape, form and space To know 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</p>		<p>NC: 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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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]</p> <p>To learn about great artists, architects and designers in history.</p>			
<p>Drawing *Use a pencil to draw and design and record shapes * Make observational drawings using pencils (objects, faces, landscapes) * explore different shapes with a pencil * Explore different textures with a pencil</p> <p>Colour *Be able to name the relevant colours *Use and mix colours to paint *Apply colour with paintbrushes of a variety of sizes and sponges * to be able to keep paint within the drawn lines * Use colour to create pattern</p> <p>Pattern *Awareness and discussion of patterns and shapes observed * use repeating patterns and symmetry</p> <p>3D Work *To build a form from a range of materials - plan, design and make *To finish form neatly</p>	<p>Drawing *Use a pencil to draw and design and record shapes - link to artists studied *Observe and design own patterns</p> <p>Colour *Describe colours and changes in colour *Use a variety of tones of one colour using white to lighten *Darken colours without using black *Use a variety of tones of colour, using pastel and acrylic</p> <p>Pattern *To observe patterns, tessellations and symmetry in small detail</p> <p>Texture *To use textured paper or materials in creations *To consider the paper to work on *To consider the location of the art work.</p>	<p>Drawing *Draw using positive and negative shapes *Draw initial sketches as a preparation for painting *Use own portrait as inspiration *Accurate freehand drawings of faces and measurement of facial features</p> <p>Colour *be able to colour mixing *Introduce different types of brushes *techniques - apply colour using paintbrushes, dotting and scratching *To understand light and dark *choose colours that could go next to each other examining their tint, tone, shade *observe original colours and their usage *to be able to decide on the most approximate colour *to understand working in monochrome concentrating on tone, form, shade * to be able to use the appropriate shape for representation</p>	<p>Drawing *draw freehand using increasing detail and observational skills *create own mosaic design *consider size and proportion *consider scale and proportion *consider layout and impact of structure on the page</p> <p>Colour *consider the effect of colours next to each other examining their tint, tone, shade *to be able to decide on the most appropriate colours *observe original colours and their usage *To be able to choose the approximate paintbrush</p> <p>Texture *to create mood, feeling and movement through shape and pattern</p>	<p>Drawing *produce increasingly accurate freehand drawings and paintings *effect of light on objects and people from different directions *concept of perspective *understanding of pencil grades *understanding of positive and negative shapes</p> <p>Colour *to show tones, shade and mood *to explore the use of texture in monotone *be able to use the words hue, tint, tone, shades and mood to describe colour. *mix colour accurately *to explore the contrast of bright colours *to use a colour wheel to understand primary and secondary colours *to explore the use of texture and decorative embellishments</p> <p>Texture *select and use the correct acrylics and paintbrushes *select and use the correct grade of pencil *to be able to express 2D relief</p>	<p>Drawing *produce increasingly accurate freehand drawings showing development in intricacy and observational skills *to develop own drawing style *effect of light on objects and people from different directions *interpret the texture of a surface *concept of perspective *to understand concept of perspective to develop a buildings form *understand the use of pencil grades and use them accurately *concept of perspective and depth *understanding of positive and negative shapes</p> <p>Colour *explore the use of texture in colour **to use colour for purpose *to understand how colour changes with perspective *to be able to create mood and atmosphere through paint choices *to show tone, shade and mood through intricacy of detail *to explore the contrast of bright colours and the subtlety of tonal shades</p>

<p>Vocabulary Light, Dark, tubes, colour, shape, form, round, smooth, pointy, wrap, scrunch, tight, masking tape, make, design, plan, research, look</p>	<p>3D Work *To use paper mache to build a form - plan, design and make.</p> <p>Vocabulary Research, light, dark, bright, form, create, features, relief, curve, bend, shape, stick, same, different, create, observe</p>	<p>Texture *to explore texture and collage to add decorative elements *to explore surface texture using printing material</p> <p>Pattern *to consider symmetry when freehand pattern making</p> <p>3D Work *to create blocks of buildings *to use wood or card to make a 3d structure *to create blocks of repeating patterns</p> <p>Vocabulary Light, dark, shadow, research, form, observe, rough, smooth, colourful, bright, realistic, construct, assemble</p>	<p>Pattern *explore patterns found within manmade shapes, symmetry and tessellation</p> <p>3D Work *to create their own mosaics *to be able to attach wire together by twisting *To be able to mould wire to make a variety of shapes *to be able to construct a 3d form that is free standing</p> <p>Vocabulary Form, texture, research, observe, symmetry, tessellation, shape, contrast, scale, depth,</p>	<p>using mixed media such as card, mod rock, collage, textured papers, fabric and sewing</p> <p>Vocabulary Light, dark, shade, tone, direction, stuffy, reflect, distance, closer, contrast,subtle, monotone, positive, space,</p>	<p>*to understand primary and secondary colours</p> <p>Texture *applies knowledge of different techniques *uses the correct brush for the area being painted *work collaboratively on a large scale *to make and use appropriate embellishments to add texture *to be able to express 2D relief using mixed media such as card, mod rock, collage, textured paper, fabric and sewing</p> <p>Vocabulary Hue, tint, tone, shade, atmosphere, mood, light, dark, acrylic, delicate, contrast, perspective, representation</p>
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Summer Term

Year 1- Junk modelling

Year 2- Paper mache

Year 3- Wood work/ cardboard

Year 4- Wire

Year 5- Acrylic paint /fabric and sewing

Year 6 -Modroc - collaborative piece