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| Year |  | | |  |  |  |
| Sketching and Drawing | Painting | 3D form | Printing | Textiles and Collage | Skills |
| **6** | To understand the importance of composition, scale and proportion in their work | Use techniques, colours, tones and effects in an appropriate way to represent things seen. E.g. brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds | To produce intricate patterns and textures in a malleable media | To understand how to create intricate printing patterns by simplifying and modifying sketchbook designs. | To select materials needed to work collaboratively on a larger scale project. | Produce increasingly accurate drawings with concept of perspective.  Carry out preliminary studies and test media and mix appropriate colours.  Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary  and referring to historical and cultural contexts.  Create own abstract pattern to reflect personal experiences and expression  Follow a design brief to achieve an effect for a particular function |
| **5** | To understand that different types of pencils can show texture in drawing and sketches. | To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. | To compare the work of other sculptors and describe the techniques used. | To understand how to modify and adapt print. | To understand the need to return to work over longer periods of time and use a wider range of materials | Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.  Mix colours to express mood, divide foreground from background or demonstrate tones.  Research and discuss various artists, architects and designers and discuss their processes and explain how these were  used in the finished product.  Interpret environmental and manmade patterns.  Create patterns for a variety of purposes |
| **4** | To understand how movement is shown using outlining, sketching and shading. | To understand that different effects can be created by using a variety of colours, tools and techniques | To plan a sculpture through drawing and other preparatory work | To know how to print on fabrics using different techniques such as tie-dying. | Compare a variety of fabrics and stiches. | Make informed choices in drawing.  Make and match colours with increasing accuracy.  Show an understanding of space, shape and form in 3D art forms.  Select the types of materials to print in order to achieve a desired effect.  Experiment with using layers and overlays to create new colours/textures |
| **3** | To understand how pencils can shade in different ways and use other implements. | To understand that colours can complement each other to create new tints or tones. | To compare and recreate form of natural and manmade objects | To create printing blocks to show techniques | To add detail to work using different types of stitch, including cross-stitch | Plan, refine and alter drawings as necessary  Mix a variety of colours and know which primary colours make secondary colours.  Construct a simple clay base for extending and modelling other shapes.  Explain the processes used to produce a simple print.  Develop skills in stitching, cutting and joining. |
| **2** | To understand that sketching uses different grades of pencil. | To understand that tint and tone can change colours. | To identify and name a variety of malleable media to use to create a simple piece. | To know a variety of simple techniques to create patterns. | To understand how to join a variety of fabrics | Use different pencils, chalk and charcoal.  Mix a range of secondary colours and experiment with shades and tones.  Experiment with a range of rigid and malleable media.  Design patterns of increasing complexity and repetition.  Develop techniques to join fabrics and apply decorations such as a running or overstitch |
| **1** | To know how to create different lines and shapes using a variety of tools. | To understand which brush is needed to complete a painting. | To recognise that some materials can be manipulated, e.g clay. | To recognise patterns in the environment. | To understand how to sort and shape a variety of fabrics | Use a variety of tools to create lines and shapes.  Recognise that secondary colours can be made using primary colours.  To experiment with a range of malleable media.  Practise creating patterns in the environment.  To know how to thread a needle, cut, glue and trim material. |
| Pupils should be taught to following throughout year groups, regularly: | | **Exploring and developing ideas**  Select and record from first-hand observation, experience and imagination.  **Evaluate and develop work**.  Compare own and others idea through evaluation and adapt their work accordingly to make improvements. | |  |  |  |