



# Art

## Subject Intent

At Three Bridges Primary School, we want to **engage**, inspire and challenge pupils, equipping them with the knowledge, vocabulary and skills to experiment and create their own works of art, crafts and designs. The children will appreciate the importance of experimenting and become **resilient** risk takers, able to express themselves through their understanding of art. They will value the work of artists and designers, and the contribution this has to the world around us. We want children to enjoy art through imagination and creative expression, in a **nurturing** and **respectful** environment where we celebrate differences and appreciate different cultures.



The National Curriculum states in Key stage 1 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.

Key stage 2 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

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mark making and drawing	Drawing					
<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Use drawings to represent ideas</li> <li>• Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</li> <li>• Selects coloured drawing implements for a purpose.</li> <li>• Uses drawing tools to make marks, lines and curves.</li> <li>• Draw representations of people and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of different shapes and thickness.</li> <li>• Explore simple mark making techniques.</li> <li>• Draw with pencils and crayons.</li> <li>• Explore drawing on different surfaces with a range of media.</li> <li>• Sketch objects in the natural and man-made world.</li> </ul>	<ul style="list-style-type: none"> <li>• To use different grades of pencil in my drawing (e.g HB, 3B, 6B, 3H)</li> <li>• Create different tones using light and dark</li> <li>• Use charcoal, pencil and pastels.</li> <li>• Show patterns and texture in their drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different grades of pencil shade, to show different tones and texture.</li> <li>• Introduce the concept of scale and proportion. <b>Teach the proportion of a face</b> and how to draw them.</li> <li>• Use sketches to produce a final piece of work.</li> <li>• Write an explanation of my sketch in notes.</li> <li>• To use a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>	<ul style="list-style-type: none"> <li>• To show <b>facial expressions</b> in my sketches.</li> <li>• To identify and draw simple objects, and use marks and lines to create texture and tone.</li> <li>• Use line, shape, proportion and tone to <b>represent figures</b>.</li> <li>• Identify and draw the effect of light (<b>shadows</b>) on a surface, on objects and people.</li> <li>• <b>Introduce perspective</b> - through observation/practical demonstration.</li> <li>• Explanation/ evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and draw objects/pictures using a variety of marks and lines to create textures.</li> <li>• To use line, tone, shape and colour to <b>represent figures / forms in movement</b>.</li> <li>• Can they depict <b>reflections?</b> (e.g water)</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>• My sketches communicate emotions and a sense of self with accuracy and imagination.</li> <li>• Use shading to create mood / feeling.</li> <li>• Continue to build on the children's understanding of <b>perspective e.g landscapes</b>.</li> <li>• Create and <b>draw still life</b> compositions influenced by various artists.</li> <li>• Can they explain why they chosen specific drawing tools and techniques?</li> <li>• Achieve the tonal technique called <b>chiaroscuro</b>.</li> <li>• Use charcoal to create <b>chiaroscuro</b> effects.</li> </ul>

	ICT					
	<ul style="list-style-type: none"> <li>•To use a simple painting program to create a picture.</li> <li>•To use tools like fill and brushes in a painting package.</li> <li>•To go back and change their picture.</li> </ul>	<ul style="list-style-type: none"> <li>•To create a picture independently, e.g. on 'Sketchpad' etc</li> <li>•To use simple IT mark-making tools, e.g. brush and pen tools.</li> <li>•To edit their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an IT programs to create a piece of work.</li> <li>•To use printed images taken with a digital camera/ipad and combine them with other media to produce art work.</li> <li>•To use the web to research an artist, architect or designers' style of art.</li> </ul>	<ul style="list-style-type: none"> <li>•To create a piece of art work which includes the integration of digital images I have taken</li> <li>• To combine graphics and text based on my research/ chosen artist.</li> <li>• I can edit my own work.</li> </ul>	<ul style="list-style-type: none"> <li>•To create a piece of art which combines graphics and text based on my research.</li> <li>•To take digital photos, adapt them and create work with meaning.</li> <li>•To create images with animation, video and sound to communicate my ideas</li> <li>•Kapow - Year 5 Stop motion animation.</li> </ul>	<ul style="list-style-type: none"> <li>•To use software packages to create pieces of digital art/ designs.</li> <li>•To create a piece of art which can be used as part of a wider presentation.</li> </ul>
Painting/colour	Painting					
<ul style="list-style-type: none"> <li>•Can recognise and name different colours.</li> <li>•Explore colour and colour mixing.</li> <li>•Can recognise and name different colours.</li> <li>Understands that when colours are mixed, new colours are created.</li> <li>•Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</li> <li>•Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</li> <li>•Work from direct observation and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>•Name the primary and secondary colours.</li> <li>•Introduce language light/dark when comparing colours e.g. different sorts of green, blue, purple etc.</li> <li>•To choose to use thick and thin brushes as appropriate.</li> <li>• To communicate something about themselves in their painting.</li> <li>•To paint a picture of something I see.</li> </ul>	<ul style="list-style-type: none"> <li>• To mix primary colours to make secondary colours.</li> <li>•To mix and match colours, predict outcomes.</li> <li>•To mix my own tertiary colour (shades of brown)</li> <li>•To make tints by adding white.</li> <li>• To make shades by adding black.</li> </ul>	<ul style="list-style-type: none"> <li>•To predict with accuracy the colours that they mix.</li> <li>•Identify where each of the primary and secondary colours sits on the colour wheel.</li> <li>•To create a colour wheel.</li> <li>•Create a background using a wash?</li> <li>•Explore artists work and try out techniques. e.g. using dotting, scratching, splashing to imitate an artist.</li> </ul>	<ul style="list-style-type: none"> <li>•Make, and match colours with increasing accuracy.</li> <li>•Hue</li> <li>•Tertiary colours</li> <li>• Explore mixing skin tones</li> <li>•Use colour to create mood/ feeling in a painting?</li> <li>• Use varied brush techniques to create shapes, textures, patterns and lines.</li> </ul>	<ul style="list-style-type: none"> <li>•To create all the colours I need i.e. Independent colour mixing.</li> <li>•To depict emotion accurately through my painting and sketches and justify choices.</li> <li>•Consider using texture in paint (link to texture unit) consider adding sawdust, glue, pencil shavings, sand etc. .</li> </ul>	<ul style="list-style-type: none"> <li>•To use a wide range of techniques in my work.</li> <li>• To explain why they have chosen specific painting techniques.</li> </ul>

	3D / Sculpture (using a variety of natural, recycled and manufactured materials)					
<ul style="list-style-type: none"> <li>•Explores malleable media such as clay, salt dough, playdoh and sand.</li> <li>•Join different materials and explore different textures.</li> <li>•Can impress and apply simple decoration.</li> <li>•Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</li> <li>•Build a construction/ sculpture using a variety of objects from observation or imagination</li> </ul>	<ul style="list-style-type: none"> <li>•To add texture by using tools.</li> <li>•Make different kinds of shapes.</li> <li>•To cut, pinch, roll and coil materials such as clay, dough or plasticine.</li> <li>•To join materials (eg, junk modelling)</li> </ul>	<ul style="list-style-type: none"> <li>•Junk modelling - Experiment with, construct and join recycled, natural / manmade materials.</li> <li>•Use a range of decorative techniques: applied, impressed, painted, etc.</li> <li>• Make a simple clay thumb pot.</li> </ul>	<ul style="list-style-type: none"> <li>•To add onto my work to create texture and shape.</li> <li>•To create pop-ups.</li> <li>• Sculpt with clay and other mouldable materials. Use specific clay techniques to create a pot/object eg, rolling, pinching, coiling.</li> <li>•Discuss own work and work of other sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop ideas for a 3D form.</li> <li>•Experiment with and combine materials and processes to design and create a 3D art form.</li> <li>•Consider adding surface patterns and textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with and combine materials and processed to design and make 3D forms.</li> <li>•Sculpt with mod roc and or other mouldable materials.</li> <li>•Discuss and evaluate own work and that of other sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>•Create models on a range of scales.</li> <li>•Create work which is open to interpretation by the audience.</li> <li>•Can they include both visual and tactile elements in their work?</li> </ul>
	Craft and Design - Printing - fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc					
<ul style="list-style-type: none"> <li>• Explore working with paint on different surfaces and in different ways.</li> <li>•Produce simple pictures by printing objects eg from an object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Print with objects such as sponges, leaves, vegetables and fruit</li> <li>•Print with objects to create a simple repeating pattern.</li> <li>•Print onto paper.</li> </ul>	<ul style="list-style-type: none"> <li>•To create a print using pressing, rolling, rubbing and stamping.</li> <li>•To design their own printing block.</li> <li>•To create a print like a designer.</li> </ul>	<ul style="list-style-type: none"> <li>•Create a printing block? Can they make a 2-colour print?</li> <li>•Explores images through mono-printing on a variety of papers/surfaces.</li> <li>•Discuss own work and that of other artists.</li> <li>•Explore colour mixing through overlapping colour prints deliberately.</li> <li>•Use vocab such as block printing, ink, polystyrene printing, tiles, inking rollers, pattern, texture and shape.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to develop and build on printing skills.</li> <li>•Explore relief/ impressed printing processes.</li> <li>•Discuss ways to modify and adapt print as work progresses.</li> <li>•Explores images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc.</li> <li>•Use vocab such as block printing ink, polystyrene printing tiles, inking rollers, pattern, texture and shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore printing processes.</li> <li>•Combining prints taken from different objects to produce an end piece.</li> <li>•Experiment with ideas, to plan in sketchbook.</li> <li>•Produce pictorial or patterned prints.</li> <li>•Design a collagraph.</li> <li>• Make a collagraph print.</li> <li>•Makes connections between own work and patterns in their local environment (eg, curtains, wallpaper)</li> <li>•Discuss and evaluate own work and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore printing processes and apply skills and techniques previously learnt.</li> <li>Recreate a scene remembered, observed or imagined.</li> <li>Explore printing techniques.</li> </ul>

	Craft and Design - Collage/ texture					
<ul style="list-style-type: none"> <li>•Develop their own ideas and then decide which materials to use to express them.</li> <li>•Can decorate a piece of fabric using different implements, e.g., fabric pens, paints, sticking on buttons etc.</li> <li>•Shows experience in fabric collage: layering fabric, adding different textiles and media.</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Create collages</b> - Gather and sort the materials they will need.</li> <li>•Cut and tear paper and card for their collages.</li> <li>•Build on skills of using various materials to make collages.</li> <li>•To use scissors effectively.</li> <li>To weave with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>•To create individual and/ or work collaboratively on group collages.</li> <li>•To use different kinds of materials on their collage and explain why they have chosen them?</li> </ul>	<ul style="list-style-type: none"> <li>•Use materials to design and make products e.g. paper weaving, , sewing and/or other craft skills.</li> <li>•Learn and practise a variety of techniques, e.g., overlapping.</li> <li>•To cut accurately</li> <li>•To experiment using different colours.</li> <li>•To use mosaic.</li> </ul>	<ul style="list-style-type: none"> <li>•To combine visual and tactile qualities.</li> <li>•To use montage.</li> <li>•Use initial sketches to aid work.</li> </ul>	<p>Independently select materials and techniques to use to create a specific outcome.</p> <p>To combine visual and tactile qualities.</p> <p>To create an independent/ collaborative collage.</p>	<ul style="list-style-type: none"> <li>•<b>Collage</b> - Create a collage using a range of techniques and materials.</li> <li>•Can they combine pattern, tone and shape?</li> <li>•Can they justify the materials they have chosen/ evaluate their work?</li> <li>•Can they include both visual and tactile elements in their work?</li> <li>•Can they create work which is open to interpretation by the audience?</li> </ul>
	Sketch books					
	<p>Introduce sketch books.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials/ effects.</p>	<ul style="list-style-type: none"> <li>•Experiment in sketchbooks, using drawing, photos etc to record ideas.</li> </ul> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials/ effects.</p>	<p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <ul style="list-style-type: none"> <li>•Make notes in their sketch books about techniques used by artists.</li> <li>•Suggest improvements to their work by keeping notes in their sketch books.</li> </ul>	<ul style="list-style-type: none"> <li>•Use their sketch books to adapt and improve their original ideas.</li> <li>•Keep notes about the purpose of their work in their sketch books.</li> </ul> <p>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and techniques.</p>	<ul style="list-style-type: none"> <li>•Keep notes in their sketch books as to how they might develop their work further. What went well? What could I develop further?</li> </ul> <p>Use sketchbooks to develop ideas through sketches, enhance knowledge, skills and techniques. Recording observations and research, testing materials and working towards an outcome more independently.</p>	<ul style="list-style-type: none"> <li>•Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</li> <li>•Annotate with notes, and quotes where appropriate.</li> <li>Research, test and develop ideas and plans using sketchbooks.</li> </ul>

	Knowledge of art					
<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Return to and build on their previous learning.</li> <li>• To talk about their own and others' work.</li> </ul> <p>(Also see EYFS Art document)</p>	<p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>• Make choices about which materials to use to create an effect.</li> <li>• Develop observational skills to look closely and reflect surface texture.</li> <li>• Explore and analyse a wider variety of ways to join and fix materials into place.</li> <li>• Describe what they can see and like in the work of another artist/crafts maker or designer.</li> <li>• Observe, reflect and ask questions about a piece of art.</li> </ul> <p>Also see formal elements on year group documents</p>	<p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>• Continue to use and develop their observational skills.</li> <li>• Use a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Apply patterns and texture to their drawings/art.</li> <li>• Say how other artists/craft makers or designers have used colour, pattern and shape.</li> <li>• Create a piece of work in response to another artist's work.</li> </ul> <p>Also see formal elements on year group documents</p>	<p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li>• Study the work of key artists/craft makers/designers.</li> <li>• Compare the work of different artists, craft makers, designers.</li> <li>• Explore work from other cultures.</li> <li>• Explore work from other periods of time.</li> <li>• Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</li> </ul> <p>Also see formal elements on year group documents</p>	<p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Experiment with different styles which artists, craft makers and designers have used.</li> <li>• To explain/ talk about art and architecture from other periods of history.</li> <li>• Express an opinion on the work of famous, notable artists, referring to techniques and effects used.</li> <li>• To explore work from other cultures.</li> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion, perspective and being able to create 3D effects.</li> <li>• Use growing knowledge of different materials, combining media for effect.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> <li>• To experiment with different styles which artists, architects and designers have used.</li> <li>• To explain/ talk about art and architecture from other periods of history.</li> <li>• Express an opinion on the work of famous, notable artists, referring to techniques and effects used.</li> </ul>	<p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a range of media e.g. photography and digital art effects.</li> <li>• Gain an understanding that Artists are influenced by what is going on around them; for example, culture, politics and technology.</li> <li>• To explore/ research and discuss the art and purposes of artists, craftspeople and designers working in different time periods and cultures.</li> </ul> <p>Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>To experiment with different styles which artists/architects and designers have used.</p> <p>Also see formal elements on year group documents</p>	<p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriately to fit with ideas.</li> <li>• Say what their work is influenced by.</li> <li>• Work in a sustained way over several sessions to complete a piece.</li> <li>• Learn about great artists, architects and designers in history.</li> <li>• Give detailed observations and facts about notable artists and designers' work.</li> </ul>

				To explore work from other cultures. Also see formal elements on year group documents		Also see formal elements on year group documents
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