

The Arts at Stoke Lodge Primary School

Art

The Key Learning Intentions for Art

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning about... (Knowledge)						
DRAWING Knowledge	Can identify curved, straight, looped, diagonal, wavy, zig zag, dashed, dotted, horizontal, vertical, spiral LINES. Know how certain materials will affect the quality of mark making	Know that pencils have different grading and how that effects the quality of LINE/MARK MAKING Know what TONE is and how it can be used in drawing	Recognise the difference between hatching and cross-hatching. Identify the differences in pencil grade and what each grade is useful for. Know that tone can be used to explore shape and form.	Explain the effect of different pencils Know when to use hatching, cross-hatching and contour hatching in DRAWING. Use specific vocabulary  Stoke Lodge Primary School Know that tone can be demonstrated through different mark making techniques.	Identify the differences between hatching, cross-hatching ,contour hatching and stippling and discuss when it is suitable to choose a particular technique Identify the differences between pencil grades Know that tone and texture can be explored using a variety of drawing materials and mark making techniques	Use specific vocabulary (hatching, cross-hatching, contour hatching) Identify the differences between hatching, cross-hatching ,contour hatching and stippling and discuss when it is suitable to choose a particular technique Identify the differences between pencil grades Know how to draw 3D forms using pencil and what perspective drawing means
PAINTING Knowledge	Know the primary colours (red, yellow and blue) Explore what happens when white, black and grey are added to primary colours.	Know the primary colours and secondary colours Know what happens when grey, black and white are added to primary and secondary colours Name different types of paint and their properties (watercolour, poster paint)	Know which primary colours make secondary colours. Use more specific colour language. Know what happens when grey, black and white are added to primary and secondary colours Name different types of paint and their properties (watercolour, poster paint)	Use more specific colour language. Know how colour and shape can represent emotion Name different types of paint and their properties (watercolour, poster paint) Know how to make and match colours with increasing accuracy.	Use more specific colour language. Name different types of paint and their properties (watercolour, poster paint) Identify complementary and contrasting colours Identify a focal point in a painting Know how to make and match colours with increasing accuracy.	Use more specific colour language. Name different types of paint and their properties (watercolour, poster paint) Be able to identify work with complementary and harmonious colours Know how to create tints and shades of all colours mixed Know how to create different effects and textures with paint
FORM knowledge	Know the characteristics of sculpture materials; clay, card and wire. Know what happens when materials are cut, carved, rolled, and destroyed	Know the difference between natural and man-made forms. Know what tools to use to create texture and surface pattern	Know which tools can be used to manipulate materials. Know how to model and construct and join using appropriate techniques	Know which tools can be used to manipulate materials. Know how to model and construct and join using appropriate techniques Know about making objects that fit for a purpose	Know how to develop ideas and model from direct observation and using imagination Know what tools to use to create texture and surface pattern	Know how to develop ideas and model from direct observation and using imagination Know what tools to use to create texture and surface pattern Know about tools and adhesives/techniques used to join materials effectively

CONTEXTUAL STUDIES Knowledge	Recognise the qualities of art from at least one of the artists studied Know how to recognise and describe some simple characteristics of different kinds of art and artists.	Recognise art from one of the artists studied. Know the artist's movement and period Know how to recognise and describe some simple characteristics of different kinds of art and artists.	Recognise art from one of the artists studied. Know the artist's movement and period Know how to recognise and describe some simple characteristics of different kinds of art and artists.	Recognise art from one or more of the artists studied. Know the artist's movement and period Explain the artist's style Know how to recognise and describe some simple characteristics of different kinds of art and artists.	Recognise art from one or more of the artists studied. Know the artist's movement and period Explain the artist's style Know how to recognise and describe some simple characteristics of different kinds of art and artists.	Recognise art from one or more of the artists studied. Know the artist's movement and period Explain the artist's style Know the artist's impact on the art world. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Learning how to... (skills)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DRAWING Skills	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Can use appropriate force when using a pencil Can draw shapes in between objects. Invent new shapes and lines	Order grading of pencil from lightest to darkest Can invent new shapes. Can use a variety of strength with the pencils Control the types of marks made with the range of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk	Name, match and draw lines from observations – straight, looped, diagonal, wavy, zig zag, dashed, dotted, horizontal, vertical, spiral Start to use hatching and cross-hatching to add effects to a drawing Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints chalk Control the types of marks made with the range of media	Experiment sketching/drawing techniques using a variety of media; pencils, rubbers, crayons, felt tips, pastels, charcoal, ball points, chalk Use a journal/sketch book to collect and develop ideas Use hatching and cross-hatching more confidently when sketching from observations Start to use contour hatching to add effects to a sketch Develop an awareness of composition, scale and proportion in their work	Work from a variety of sources including observation, photographs and digital images Use contour hatching, hatching and cross-hatching more confidently when sketching from observations Start to use stippling to add effects to a sketch Experiment sketching/drawing techniques using a variety of media; pencils, rubbers, crayons, felt tips, pastels, charcoal, ball points, chalk Begin to work in a sustained and independent way to create a detailed drawing	Begin to use simple perspective in their work using a single focal point and horizon. Have an awareness of how drawings are created – composition, scale and proportion Use different techniques for different purposes Use specific vocabulary (hatching, cross-hatching, contour hatching, stippling, shading) Draw from observation/imagination for a length of time Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
PAINTING Skills	Explore paintbrushes Choose correct sized paintbrush Explore with watercolours Can create an image	Explore with watercolours and poster paint Mix colours to match a picture Choose correct	Explore with watercolours and poster paint Mix colours to match a picture Choose correct sized	Experiment with the effects different paints have on a painting. (water colours, poster paints, oil pastels, soft pastels) Blending with	Experiment with the effects different paints have on a painting. (water colours, poster paints, oil pastels, soft pastels) Explore how	Experiment with the effects different paints have on a painting. (water colours) Blending with watercolours Mix and use tints, shades and tones

	using only straight lines	sized paintbrush Use correct consistency of paint Explore different types of paint	paintbrush Use correct consistency of paint Explore different types of paint Make tertiary colours by mixing secondary colours together Mix and use tints, tones and shades Experiment with tools and techniques.	watercolours Explore how blurred and straight lines can be achieved in painting Mix colours and know which primary colours make secondary colours Mix and use tints, shades and tones Explore colour matching using a variety of media	straight lines can be achieved in painting Mix colours and know which primary colours make secondary colours Mix and use tints, shades and tones Use complementary and contrasting colours	Choose correct sized paintbrushes to use in tasks Use appropriate materials and techniques to create atmosphere and light effects
FORM Skills	Explore the qualities of clay, card, wire and manipulate the materials using tools. Experiment with creating different textures Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.	Explore surface pattern and create a variety of patterns and textures inspired by natural forms using tools and material manipulation. Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.	Experiment with modelling techniques from direct observation and create models of life like subjects. Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination.	Explore hand building skills/construction and create 3D work that serves a purpose. Show more control using mark making and joining tools Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art.	Experiment with modelling techniques from direct observation and create models of life like subjects. Experiment with joining techniques. Experiment with joining techniques using suitable tools and techniques Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.	Experiment with creating different textures Shape and model materials for a purpose, e.g. pot, tile from observation and imagination Demonstrate experience in relief and freestanding work using a range of media. Develop skills using sketchbooks to collect and record visual information from different sources. Plan how to join parts of the sculpture. Annotate work in sketchbook.
CONTEXTUAL STUDIES Skills	Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Develop work in the style of other artist/designers	Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it.	Explore the differences and similarities within the work of artists, craftspeople and designers 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.	Explore the differences and similarities within the work of artists, craftspeople and designers 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.	Explore the differences and similarities within the work of artists, craftspeople and designers 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.	Explore the differences and similarities within the work of artists, craftspeople and designers 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. Copy artwork using appropriate materials Use language appropriate to skill and technique.

Learning through... (Understanding/application)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DRAWING Understanding/application	Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Evaluate how the different media effect the outcome of the composition Make spontaneously expressive marks using lines and curves. Use drawing to represent objects seen, remembered or imagined Draw to explore shape and space. Draw to explore pattern. Work out ideas through drawing	Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Can use the different graded pencils on different textures and describe what affect it has. Explain how the different media affects the lines and marks Use thick/thin, fast/slow in their work and in talking about their work. Represent texture using a variety of different marks. Work out ideas through drawing. Use drawing to express personal interest and feelings	Describe the effects hatching and cross-hatching has on a sketch Describe the effects of other mediums Describe the effect of the different media on the viewer Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Plan, refine and alter their drawings as necessary.	Evaluate work and make appropriate changes Explain what hatching and cross-hatching is Explain what contour hatching is Identify the differences between hatching, cross-hatching and contour hatching and discuss when it is suitable to choose a particular technique Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary.	Explain the effect stippling has on a sketch Explain awareness of composition, scale and proportion in their work. (foreground, middle ground and background) Explain importance of reference material and using reference material. Explain background choice and how it effects the artwork. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Explain the effect stippling, hatching, cross-hatching, smooth shading has on a sketch Explain awareness of composition, scale and proportion in their work. (foreground, middle ground and background) Explain perspective and the effect it has on an artwork. Critically analyse success and failure within own compositions Explain background choice and how it effects the artwork Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
PAINTING Understanding/application	Explain paintbrush choice Make observations on what happens when white, black and grey are added to primary colours Compare success of primary colours vs. tints/tones	Explore with watercolours and poster paint Mix colours to match a picture Choose correct sized paintbrush Use correct consistency of	Explain what happens when grey, black and white are added to a primary colour (tint, tone and shade) Say when and why a particular paint should be used.	Explain how to colour match Explain the impact different types of paint have on a painting Explain paintbrush and paint choices for making and blurred and straight lines	Explain how to colour match. Explain the impact different types of paint have on a painting. Explain paintbrush and paint choices for making straight lines Explain how colour can create a	Explain how to create atmosphere and light effects Explain colour and paint choices for creating atmosphere and light effects Show an awareness of how paintings are created (composition).

	Can use vocabulary – horizontal and vertical, diagonal	paint Explore different types of paint	Explain how to make tertiary colours	Plan and create different effects and textures with paint according to what they need for the task.	focal point. Explain the difference between complementary and contrasting colours Show increasing independence and creativity with the painting process.	Describe varied techniques used. Be familiar with layering paints and blending colours. Be confident with painting on different surfaces. Alter and modify work. Work relatively independently. Show increasing independence and creativity with the painting process.
FORM Understanding/application	Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. Look and talk about what they have produced, describing simple techniques and media used.	Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way.	Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art.	Use equipment and media with confidence. Learn to secure work to continue at a later date. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger wares Adapt work as and when necessary and explain why. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Plan a sculpture through drawing and other preparatory work. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Create sculpture and constructions with increasing independence. Plan a sculpture through drawing and other preparatory work. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish Recognise sculptural forms in the environment: Furniture, buildings.
CONTEXTUAL STUDIES Understanding/application	Explore 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.	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and	Continue to explore 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	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists,	Recognise and describe key features of their own and other's work. Know how to research and discuss the ideas and approaches of various artists, designers and	Recognise and describe key features of their own and other's work. Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and

	Look at and talk about own work and that of other artists and the techniques they had used. Recognise and describe key features of their own and other's work.	disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings. Recognise and describe key features of their own and other's work. When looking at creative work express clear preferences and give some reasons for these.	Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Recognise and describe key features of their own and other's work.	architects and designers in history. Recognise and describe key features of their own and other's work.	architects; taking account of their particular cultural context and intentions. Understand how to describe the processes they are using and how they hope to achieve high quality outcomes.	and social contexts in which they worked. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.
Tier 2 Vocabulary	• Line • Clay • Make • Tone • Shape • Colour • Primary • Secondary • Texture • Construct • Build • Cross hatch			• Design • Observation • Composition • Tertiary • Complementary • Mood • Technique • Manipulate • Form • Join • Illustrate • Horizontal • Vertical		
Tier 3 vocabulary	• Sketch • ceramic • Shape • Colour • Primary • Secondary • Texture • Construct • Build • Cross hatch			• Refine • Form • Focus point • Layer • Trace • Describe • Three Dimension • two dimension • Perspective • Portrait		

