**National Curriculum Programmes of Study**

**Art & Design - Year 1**

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| KS1 Art & Design | |
| Ar1/1.1    to use a range of materials creatively to design and make products |  |
| Ar1/1.2    to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |  |
| Ar1/1.3    to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |  |
| Ar1/1.4    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 |  |

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| **Development of Drawing Skills** | |
| Exploring simple mark making using an HB pencil  As control improves, develop tonal work using lines |  |
| Developing this mark making on a variety of papers: kitchen, sugar, newsprint, cartridge, card etc |  |
| Work on different colours and shapes of papers  Work on a variety of sizes of paper: A1, 2, 3, 4, 5, 6. |  |
| Draw/mark make with a variety of materials: wax crayons, chalk, charcoal, pastel, felt-tip, biro etc  Expand and revisit materials used, building skills as you use them  Continue to develop and use the sketchbook and Resource Book |  |
| Introduce a sketchbook, use to explore and record examples of the above as well as ideas. Start Resource Book: Pattern  Continue to develop and use the sketchbook and Resource Book |  |
| Draw from observation, imagination & experience  Ensure a balance between these three |  |
| Develop a language for drawing: see vocab  Reinforce and expand language: tools techniques etc |  |
| Developing colouring in skills using coloured pencils  Move towards a graduated infilling |  |
| Look at the way different artist have drawn: Van Gogh, Da Vinci, Moore, Picasso etc. relate to media or topic. Discuss works looked at (see Appendix). Discuss own work |  |

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| **Development of Painting Skills** | |
| How to use and care for the equipment. Develop language  Developing correct language of colours and grouping, moving towards predicting colours mixed |  |
| How to use media: mixing powder paint, changing colours, etc  Developing correct language of colours and grouping, moving towards predicting colours mixed  Working in and exploring colour spectrums |  |
| Simple colour mixing: primaries – link with Resource Book work  Working in and exploring colour spectrums |  |
| Develop into simple secondary colour mixing  Working in and exploring colour spectrums |  |
| Brush skill work, both what can be done with a brush and motor skill developments  Record and develop in sketchbook |  |
| Use paint of different consistency |  |
| Explore lightening and darkening colours  Making own black |  |
| Develop mark making with a variety of things: fingers/sponges/twigs etc |  |
| Work on a variety of different coloured/sized/shaped papers |  |
| Work in a variety of ways: easel/table/floor/etc |  |
| Work in different timescales: prescribed/open-ended |  |
| Work from observation, imagination, memory |  |
| Look at the way different artists have painted: Van Gogh etc |  |
| Children single mounting work |  |

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| **Development of Clay-work/Sculpture Skills** | |
| Develop and explore simple shape forming and modelling both from observation and imagination  Expand media, ModRoc etc |  |
| Develop simple joining techniques |  |
| Mark make into surfaces: playdoh, plasticine, clay etc  Develop more complicated overlay of pattern, rub and record in sketchbook |  |
| Develop skill activities:  Simple rolling coils - Develop simple coil ware  Simple pinching shapes - Develop simple pots/sculptures  Simple rolling slabs - Develop tile work/pots etc |  |
| Work on different scales |  |
| Work as individual, in groups, whole class |  |
| Experience assemblage  Explore using found/junk/collected. Collage work |  |
| Develop appropriate language for media and equipment |  |
| Link work with sketchbook and resource book, textures, patterns, idea development  Develop ideas from other skill areas |  |
| Look at the way different artists have worked within the media used, exploring different cultures  Look at ad discuss a variety of products; staff mugs through to sculptures |  |

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| **Development of Printing Skills** | |
| Rubbings, using wax crayons, developing a repertoire of surfaces |  |
| Finger, hand, footprints developed into single, repeat and pictures  Develop into pictures etc. using more than one colour and overlaying |  |
| Drawing into an inked surface with finger, pencil etc. - Develop intricacy of line and add second colour  Simple vegetable prints - Work with combinations  Printing using objects such as leaves, lids, corks, sponges, screwed up paper etc - Develop information bank for reference, relate to resource book, sketchbook. |  |
| Impressing objects into clay, plasticine and printing it  Develop more detailed prints. |  |
| Drawing with the roller  Simple string prints - Develop more detailed prints using more than one type of string.  Simple card prints - Cut and draw into card before printing |  |
| Cut/torn paper prints - Work in second colour over the top of a first |  |
| Simple press prints - Work in second colour over the top of a first |  |
| Development of language appropriate to skill |  |
| Retain examples in sketch book for reference. |  |
| Look at the work of printmakers and discuss |  |

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| **Development of Textiles Skills** | |
| Pupils should be taught how to use and care for the equipment and media they use |  |
| The language of the skills should be developed as children progress |  |
| Developing work as designs (single or repeating) and as pictures |  |
| Mark making on fabric using simple media such as water based felt tips, fabric crayons etc |  |
| Simple printing onto fabric using things like vegetables, found objects, press prints, string etc  Developing simple networks, expand colour range |  |
| Simple tie and dye, using single colours but using different strings and threads - Develop more complicated knotting add second colour  Flour and starch resist work developing into simple batik - Simple batik, using tjanting/brush and working in colours. Simple Silk Painting |  |
| Simple sewing using simple stitches but developing into designs/observed and imagined work  Expanding range of stitches, patchwork |  |
| Weaving simple twig, card or frame work using a range wools, strings, threads  Using a range of media, knotting etc |  |
| Developing collage work with an expanding range of media |  |
| Developing ideas in sketch book and resource book |  |
| Looking at and discussing the work of artists, craftspeople and designers whose work relates to skill area |  |

**National Curriculum Programmes of Study**

**Art & Design - Year 2**

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| KS1 Art & Design | |
| Ar2/1.1    to use a range of materials creatively to design and make products |  |
| Ar2/1.2    to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |  |
| Ar2/1.3    to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |  |
| Ar2/1.4    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 |  |

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| **Development of Drawing Skills** | |
| Children are developing intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work. |  |
| Working in a variety of ways: On a table/floor/wall/easel etc |  |
| Have had experience of mark making with a range of media |  |
| Are using sketchbooks to develop and collect information about materials/skills etc |  |
| Are using Resource Book |  |
| Are drawing from Observation, Imagination, Experience |  |
| Have basic language for this skill areas and use it |  |
| Are developing their skills with coloured pencils |  |
| Have looked at a range of drawings in differing media by different artists from a variety of cultures and have discussed |  |

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| **Development of Painting Skills** | |
| Children care and use equipment and media in the correct way |  |
| Children have the correct language for the equipment and media they use |  |
| They are confident at mixing and predicting colours mixed |  |
| They are confident about lightening and darkening colours and can make their own black |  |
| They have a developing knowledge of what a brush can do. |  |
| They are using a sketchbook |  |
| They have had experience of painting on a variety of different coloured, sized, shaped, types of paper in a variety of consistencies of paint, with a variety of things |  |
| Have worked in different timescales |  |
| Have worked in different ways: easel/table etc. and on their own, in groups, as a class |  |
| Have worked from observation |  |
| Have worked from imagination |  |
| Have worked from memory |  |
| Have looked at a variety of works of Art from different cultures and are able to discuss what they see |  |
| They are able to use a rotary guillotine and can single mount their work. |  |

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| **Development of Clay-work/Sculpture Skills** | |
| Children should be aware of and putting into use safe practice |  |
| They will be confident in shaping and modelling materials from both observation and imagination |  |
| They can join with confidence |  |
| They have a repertoire of mark making knowledge and are using it |  |
| They can coil simple forms |  |
| They can pinch ware |  |
| They can slab ware |  |
| They have worked on different scales, in different timescales, in different ways (individually, groups class) |  |
| They have had experience of Assemblage |  |
| They have had experience of carving |  |
| Have worked from Observation |  |
| Have worked from Imagination |  |
| Have worked from Experience |  |
| They use a developing language of the skill |  |
| Work is linked to sketchbook and resource book work; texture, pattern, shape etc |  |
| They have looked at a variety of works of Art from a variety of cultures and are able to discuss when they see |  |
| Are aware of the kiln and firing |  |

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| **Development of Printing Skills** | |
| Has a good knowledge of different textures, has a selection for reference in sketch book |  |
| Can print single, repeat and picture end pieces in more than one colour |  |
| Can overlay prints |  |
| Can use and clear away equipment competently |  |
| Is able to take prints from a variety of surfaces: vegetables, objects, hands/fingers, leaves, string etc |  |
| Has experienced impressing objects into clay/plasticine and taken prints |  |
| Has drawn with a roller/glue gun |  |
| Has produced 3 or 4 layer card prints, using cutting and impressed line to develop detail |  |
| Has used cut/torn stencils to produce images and has worked over in a second colour |  |
| Has worked with press print, developing intricate patterns/textures and has over-printed in a second colour |  |
| Has a developing language for this skill area |  |
| Has looked at and discussed examples of printmaking and is able to express own view |  |

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| **Development of Textiles Skills** | |
| Should be able to use and care for equipment and media used |  |
| Has a developing language for this skill area |  |
| Has developed work as designs, both single and repeating and as pictures |  |
| Has worked from direct observation and from imagination |  |
| Has worked on different scales and in different ways; individually, in groups and as a class |  |
| Has worked on fabrics using simple media to make marks |  |
| Has printed on fabric in more than one colour |  |
| Has experienced tie dye work using more than one colour and working with a range of knots |  |
| Has worked with Batik, using the tools, in more than two colours.  Has experienced Silk Painting |  |
| Is capable of sewing and using stitches in a variety of ways to achieve different effects |  |
| Has woven with a variety of media |  |
| Has developed work in collage using a range of media |  |
| Has developed ideas in sketchbook |  |
| Is linking work to resource book |  |
| Has looked at and discussed examples of textile work and is able to express own view |  |

**National Curriculum Programmes of Study**

**Art & Design - Year 3**

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| KS2 Art & Design | |
| Ar2/1.1    to create sketch books to record their observations and use them to review and revisit ideas |  |
| Ar2/1.2    to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials |  |
| Ar2/1.3    about great artists, architects and designers in history |  |

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| **Development of Drawing Skills** | |
| Recap - Children are developing intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work  Build - Introducing simple perspective and hatching/shading techniques |  |
| Pupils beginning to choose appropriate media to work in. Expanding repertoire of what can be drawn with: wire/wax etc |  |
| Recap - Have had experience of mark making with a range of media  Build - Pupils beginning to choose appropriate media to work in. Expanding repertoire of what can be drawn with: wire/wax etc |  |
| Sketchbook work developed, expanding preparatory and experimental work. Start to include written evaluation/ notes Sketchbook work developed, expanding preparatory and experimental work. Start to include written evaluation/ notes |  |
| Are using Resource Book |  |
| Are drawing from Observation, Imagination, Experience |  |
| Developing and using both when discussing own work and that of other artists |  |
| Are developing their skills with coloured pencils |  |
| Looking, discussing and comparing works of art by artists from a variety of movements: Van Gogh – Post Impressionist etc |  |

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| **Development of Painting Skills** | |
| Children care and use equipment and media in the correct way |  |
| Children have the correct language for the equipment and media they use |  |
| Can use hues, complementary/harmonising colours etc |  |
| They are confident about lightening and darkening colours and can make their own black |  |
| They have a developing knowledge of what a brush can do. |  |
| They are using a sketchbook |  |
| Recap - They have had experience of painting on a variety of different coloured, sized, shaped, types of paper in a variety of consistencies of paint, with a variety of things  Build - Pupils are beginning to choose appropriate media work with |  |
| Have worked in different timescales |  |
| Have worked in different ways: easel/table etc. and on their own, in groups, as a class |  |
| Have worked from observation |  |
| Have worked from imagination |  |
| Have worked from memory |  |
| Looking, discussing and comparing works of Art, using the developing language. Using key artists, but exploring other, involved in those movements |  |
| Pupils single and double mounting work when completed |  |
| **Development of Clay-work/Sculpture Skills** | |
| Children should be aware of and putting into use safe practice |  |
| Recap - They will be confident in shaping and modelling materials from both observation and imagination  Build - Introduce wedging |  |
| They can join with confidence larger and more delicate joints |  |
| They have a repertoire of mark making knowledge and are using it, developing more complicated overlays |  |
| They can coil simple forms, developing larger ware |  |
| They can pinch ware, linking with pots and sculpture |  |
| They can slab ware, developing wrap-around etc |  |
| They have worked on different scales, in different timescales, in different ways (individually, groups class) |  |
| They have had experience of Assemblage and are continuing in more focused ways |  |
| They have had experience of carving |  |
| Have worked from Observation |  |
| Have worked from Imagination |  |
| Have worked from Experience |  |
| They use a developing language of the skill |  |
| Work is linked to sketchbook and resource book work; texture, pattern, shape etc  Developing further this link, evaluations in sketchbook |  |
| They have looked at a variety of works of Art from a variety of cultures and are able to discuss when they see  Looking at, discussing and comparing works, using their developing language |  |
| They have had an opportunity to load/unload the kiln |  |

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| **Development of Printing Skills** | |
| Has a good knowledge of different textures, has a selection for reference in sketch book |  |
| Can print single, repeat and picture end pieces in more than one colour |  |
| Can overlay prints |  |
| Can use and clear away equipment competently |  |
| Can combine to produce pictures, overprint with additional colours using more than one source |  |
| Recap - Has experienced impressing objects into clay/plasticine and taken prints  Build - Explore scratching, marking surfaces such as hardboard, Perspex and print |  |
| Has drawn with a roller/glue gun |  |
| Has produced 3 or 4 layer card prints, using cutting and impressed line to develop detail  Build - Develop second colour overlay work |  |
| Use cut/torn stencils to produce images and develop pictures and provide more detail through precise cutting |  |
| Has worked with press print, developing intricate patterns/textures, Working in up to 8 colours, overlaying. Work in more detail showing intricate line and pattern work. Link with sketch book |  |
| Has a developing language for this skill area |  |
| Has looked at and discussed examples of printmaking and is able to express own view |  |

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| **Development of Textiles Skills** | |
| Should be able to use and care for equipment and media used |  |
| Has a developing language for this skill area |  |
| Has developed work as designs, both single and repeating and as pictures |  |
| Has worked from direct observation and from imagination |  |
| Has worked on different scales and in different ways; individually, in groups and as a class |  |
| Has worked on fabrics using simple media to make marks, developing a repertoire and experimenting with their use |  |
| Has printed on fabric expanding colour range |  |
| Has experienced tie dye work using more than one colour and working with a range of knots, developing repertoire of knots and their effects |  |
| Has worked with Batik, using the tools, expanding colours.  Has experienced Silk Painting, overlaying coloured Guttas |  |
| Is capable of sewing and using stitches in a variety of ways to achieve different effects, developing tapestry/sampler work along with appliqué etc |  |
| Weaves, working in larger frames, exploring 3D media |  |
| Has developed work in collage using a range of media  Introduce knitting, macramé, lace etc |  |
| Has developed ideas in sketchbook, evaluations included |  |
| Is linking work to resource book |  |
| Has looked at and discussed examples of textile work and is able to express own view |  |

**National Curriculum Programmes of Study**

**Art & Design - Year 4**

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| KS2 Art & Design | |
| Ar2/1.1    to create sketch books to record their observations and use them to review and revisit ideas |  |
| Ar2/1.2    to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials |  |
| Ar2/1.3    about great artists, architects and designers in history |  |

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| **Development of Drawing Skills** | |
| Children are able to mark make with skill, using depth and detail to produce complicated images. This attention to detail is present in all their work |  |
| Children are able to select from a small range of media the most applicable to their needs |  |
| Sketchbooks and Resource books are used both as a way of supporting/ investigating end pieces and as a means of self-expression  Evaluations/notes/etc. are included |  |
| Are drawing from Observation |  |
| Are drawing from Imagination |  |
| Are drawing from Experience |  |
| Use of correct language is present both in discussion and in written evaluations/notes |  |
| Children are able to look at, discuss and compare works of art, they are aware of key artists and what movements they belonged to. The range of artists looked at should be varied |  |
| Children should explore the techniques use by these artists: pastel, charcoal, etc. and develop this in **their** own work |  |

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| **Development of Painting Skills** | | |
| Children care and use equipment and media in the correct way | |  |
| They are using the correct language | |  |
| They are confident about mixing colours, they use a variety in their work | |  |
| They are confident in using a brush and detail and depth are present in their work | |  |
| They are using their sketchbook and their resource book to support/investigate end pieces. They are evaluating their work | |  |
| They are able to choose the media best suited to their needs | |  |
| They have had experience of working in different timescales  and in different ways | |  |
| Are working from observation | |  |
| Are working from imagination | |  |
| Are working from memory | |  |
| They have looked at, discussed and compared different works of art from a variety of cultures and movements, and are aware of key artists | |  |
| They are confident at using a rotary guillotine and can single/double mount their work | |  |
| **Development of Clay-work/Sculpture Skills** | | |
| Children are aware of and are using safe practice |  | |
| They are preparing their own clay |  | |
| They are confident at modelling from direct observation and from imagination |  | |
| Their knowledge of pattern is used to enliven their work |  | |
| They can coil on any scale |  | |
| They can pinch both for pots and as a beginning for sculpture |  | |
| They can slab different shapes and sizes |  | |
| They are confident on working in different timescales and in different ways |  | |
| They have had experience of Assemblage |  | |
| They have had experience of Carving |  | |
| They have worked from observation, imagination and experience |  | |
| They have a developing language for this skill area and use it |  | |
| Their sketchbook and resource book form a basis for their planning and research as well as containing their evaluations |  | |
| Are confident in discussing etc works of Art |  | |
| Have seen a kiln etc |  | |

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| **Development of Printing Skills** | |
| Has knowledge and evidence of different textures and surface patterns and uses them |  |
| Capable of patterns single, repeat, or picture on different scales and n different surfaces: paper, fabric, etc |  |
| Can register and overlay prints in more than two colour |  |
| Is competent at using the equipment, in printing and when clearing away |  |
| Can bring together different surfaces to provide a block and can print |  |
| Is familiar with different pattern networks and can use them |  |
| Has engraved into hardboard or similar surface and printed |  |
| Has produced card print with fine detail |  |
| Can produce work with precisely cut stencils |  |
| Has used press print in more than four colours with detail |  |
| Has a language for the skill and uses it |  |
| Has looked at a range of printmakers and is competent in discussing their techniques and their end pieces |  |

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| **Development of Textiles Skills** | |
| Able to use and care for equipment and media |  |
| Has developed an understanding for the language of the skill and uses it |  |
| Works from imagination and observation |  |
| Works on a variety of scales and in a variety of ways |  |
| Has a wide repertoire of mark making on fabric |  |
| Able to print in a colour range onto fabric |  |
| Has used a wide range of knots to produce effects in Tie Dye, has worked in a number of colours |  |
| Batik/ Silk work skills develop and has used a number of colours and overlays |  |
| Has worked in a variety of ways using stitches and embroidery techniques |  |
| Has woven using frames etc. using a range of man-made and natural media |  |
| Has developed collage work, including 3D work linking with sculpture |  |
| Has experienced Knitting etc |  |
| Has developed ideas and evaluations in sketchbook |  |
| Has a collection of ideas/starting points in resource book and is using them |  |
| Has looked at and is able to discuss textile work from around the world and is able to comment on them |  |

**National Curriculum Programmes of Study**

**Art & Design - Year 5**

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| KS2 Art & Design | |
| Ar2/1.1    to create sketch books to record their observations and use them to review and revisit ideas |  |
| Ar2/1.2    to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials |  |
| Ar2/1.3    about great artists, architects and designers in history |  |

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| **Development of Drawing Skills** | |
| Children are able to mark make with skill, using depth and detail to produce complicated images. This attention to detail is present in all their work  Build - Children are applying their knowledge and experience from previous years and through choice are experimenting: mixed media work, development of individual styles etc |  |
| Children are able to select from a small range of media the most applicable to their needs |  |
| Sketchbooks and Resource books are used both as a way of supporting/ investigating end pieces and as a means of self-expression  Evaluations/notes/etc. are included |  |
| Are drawing from Observation |  |
| Are drawing from Imagination |  |
| Are drawing from Experience |  |
| Use of correct language is present both in discussion and in written evaluations/notes |  |
| Children are able to look at, discuss and compare works of art, they are aware of key artists and what movements they belonged to. The range of artists looked at should be varied |  |
| Children should explore the techniques use by these artists: pastel, charcoal, etc. and develop this in **their** own work |  |

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| **Development of Painting Skills** | | |
| Children care and use equipment and media in the correct way | |  |
| They are using the correct language | |  |
| They are confident about mixing colours, they use a variety in their work  Build - Children are applying their knowledge and experience from previous years and through choice are experimenting: developing mixed media work as well as individual styles | |  |
| They are confident in using a brush and detail and depth are present in their work | |  |
| They are using their sketchbook and their resource book to support/investigate end pieces. They are evaluating their work | |  |
| They are able to choose the media best suited to their needs | |  |
| They have had experience of working in different timescales  and in different ways | |  |
| Are working from observation, imagination, memory | |  |
| They have looked at, discussed and compared different works of art from a variety of cultures and movements, and are aware of key artists | |  |
| They are confident at using a rotary guillotine and can single/double mount their work  Build - Children selecting, mounting and displaying exhibitions | |  |
| **Development of Clay-work/Sculpture Skills** | | |
| Children are aware of and are using safe practice |  | |
| They are preparing their own clay |  | |
| They are confident at modelling from direct observation and from imagination |  | |
| Their knowledge of pattern is used to enliven their work  Build - Experimentation in the way work is finished; glaze, shoe polish, burnished etc |  | |
| They can coil on any scale  Build - Developing new shapes using moulds etc |  | |
| They can pinch both for pots and as a beginning for sculpture  Build - Are combining techniques to achieve results |  | |
| They can slab different shapes and sizes |  | |
| They are confident on working in different timescales and in different ways |  | |
| They have had experience of Assemblage  Build - Combining modelling and collage with this to achieve results |  | |
| They have had experience of Carving  Build - Developing skill into chalk or wood, combining units |  | |
| They have worked from observation, imagination and experience |  | |
| They have a developing language for this skill area and use it |  | |
| Their sketchbook and resource book form a basis for their planning and research as well as containing their evaluations  Build - Sketchbooks showing exploration with successes and failures recorded, etc |  | |
| Are confident in discussing etc works of Art  Build - Have a knowledge and confidence that supports their work |  | |
| Kiln unloaded and loaded by them |  | |

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| **Development of Printing Skills** | |
| Has knowledge and evidence of different textures and surface patterns and uses them |  |
| Capable of patterns single, repeat, or picture on different scales and n different surfaces: paper, fabric, etc |  |
| Can register and overlay prints in more than two colour  Build - Can register and overlay however many times are necessary |  |
| Is competent at using the equipment, in printing and when clearing away |  |
| Can bring together different surfaces to provide a block and can print  Build - Develop block printing, using own blocks. Printed as length |  |
| Is familiar with different pattern networks and can use them |  |
| Has engraved into hardboard or similar surface and printed  Build ­- Use glue or wax to create resist surface from which to print. Develop into further colours |  |
| Has produced card print with fine detail |  |
| Can produce work with precisely cut stencils  Build - Develop into screen printing |  |
| Has used press print in more than four colours with detail  Build - Work in more colours, diffuse inks over prints or work into with biro etc |  |
| Has a language for the skill and uses it |  |
| Has looked at a range of printmakers and is competent in discussing their techniques and their end pieces |  |

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| **Development of Textiles Skills** | |
| Able to use and care for equipment and media |  |
| Has developed an understanding for the language of the skill and uses it |  |
| Works from imagination and observation |  |
| Works on a variety of scales and in a variety of ways |  |
| Has a wide repertoire of mark making on fabric  Build - Combines with Batik and other mark making |  |
| Able to print in a colour range onto fabric  Build - Combines with Batik and other mark making |  |
| Has used a wide range of knots to produce effects in Tie Dye, has worked in a number of colours |  |
| Batik/ Silk work skills develop and has used a number of colours and overlays  Build - Combined to develop work |  |
| Has worked in a variety of ways using stitches and embroidery techniques |  |
| Has woven using frames etc. using a range of man-made and natural media |  |
| Has developed collage work, including 3D work linking with sculpture |  |
| Has experienced Knitting etc |  |
| Has developed ideas and evaluations in sketchbook |  |
| Has a collection of ideas/starting points in resource book and is using them |  |
| Has looked at and is able to discuss textile work from around the world and is able to comment on them |  |

**National Curriculum Programmes of Study**

**Art & Design - Year 6**

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| KS2 Art & Design | |
| Ar2/1.1    to create sketch books to record their observations and use them to review and revisit ideas |  |
| Ar2/1.2    to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials |  |
| Ar2/1.3    about great artists, architects and designers in history |  |

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| **Development of Drawing Skills** | |
| Children are able to mark make with skill, using depth and detail to produce complicated images. This attention to detail is present in all their work  Build - Children are applying their knowledge and experience from previous years and through choice are experimenting: mixed media work, development of individual styles etc |  |
| Children are able to select from a small range of media the most applicable to their needs |  |
| Sketchbooks and Resource books are used both as a way of supporting/ investigating end pieces and as a means of self-expression  Evaluations/notes/etc. are included |  |
| Are drawing from Observation |  |
| Are drawing from Imagination |  |
| Are drawing from Experience |  |
| Use of correct language is present both in discussion and in written evaluations/notes |  |
| Children are able to look at, discuss and compare works of art, they are aware of key artists and what movements they belonged to. The range of artists looked at should be varied |  |
| Children should explore the techniques use by these artists: pastel, charcoal, etc. and develop this in **their** own work |  |

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| **Development of Painting Skills** | | |
| Children care and use equipment and media in the correct way | |  |
| They are using the correct language | |  |
| They are confident about mixing colours, they use a variety in their work  Build - Children are applying their knowledge and experience from previous years and through choice are experimenting: developing mixed media work as well as individual styles | |  |
| They are confident in using a brush and detail and depth are present in their work | |  |
| They are using their sketchbook and their resource book to support/investigate end pieces. They are evaluating their work | |  |
| They are able to choose the media best suited to their needs | |  |
| They have had experience of working in different timescales  and in different ways | |  |
| Are working from observation, imagination, memory | |  |
| They have looked at, discussed and compared different works of art from a variety of cultures and movements, and are aware of key artists | |  |
| They are confident at using a rotary guillotine and can single/double mount their work  Build - Children selecting, mounting and displaying exhibitions | |  |
| **Development of Clay-work/Sculpture Skills** | | |
| Children are aware of and are using safe practice |  | |
| They are preparing their own clay |  | |
| They are confident at modelling from direct observation and from imagination |  | |
| Their knowledge of pattern is used to enliven their work  Build - Experimentation in the way work is finished; glaze, shoe polish, burnished etc |  | |
| They can coil on any scale  Build - Developing new shapes using moulds etc |  | |
| They can pinch both for pots and as a beginning for sculpture  Build - Are combining techniques to achieve results |  | |
| They can slab different shapes and sizes |  | |
| They are confident on working in different timescales and in different ways |  | |
| They have had experience of Assemblage  Build - Combining modelling and collage with this to achieve results |  | |
| They have had experience of Carving  Build - Developing skill into chalk or wood, combining units |  | |
| They have worked from observation, imagination and experience |  | |
| They have a developing language for this skill area and use it |  | |
| Their sketchbook and resource book form a basis for their planning and research as well as containing their evaluations  Build - Sketchbooks showing exploration with successes and failures recorded, etc |  | |
| Are confident in discussing etc works of Art  Build - Have a knowledge and confidence that supports their work |  | |
| Kiln unloaded and loaded by them |  | |

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| **Development of Printing Skills** | |
| Has knowledge and evidence of different textures and surface patterns and uses them |  |
| Capable of patterns single, repeat, or picture on different scales and n different surfaces: paper, fabric, etc |  |
| Can register and overlay prints in more than two colour  Build - Can register and overlay however many times are necessary |  |
| Is competent at using the equipment, in printing and when clearing away |  |
| Can bring together different surfaces to provide a block and can print  Build - Develop block printing, using own blocks. Printed as length |  |
| Is familiar with different pattern networks and can use them |  |
| Has engraved into hardboard or similar surface and printed  Build ­- Use glue or wax to create resist surface from which to print. Develop into further colours |  |
| Has produced card print with fine detail |  |
| Can produce work with precisely cut stencils  Build - Develop into screen printing |  |
| Has used press print in more than four colours with detail  Build - Work in more colours, diffuse inks over prints or work into with biro etc |  |
| Has a language for the skill and uses it |  |
| Has looked at a range of printmakers and is competent in discussing their techniques and their end pieces |  |

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| **Development of Textiles Skills** | |
| Able to use and care for equipment and media |  |
| Has developed an understanding for the language of the skill and uses it |  |
| Works from imagination and observation |  |
| Works on a variety of scales and in a variety of ways |  |
| Has a wide repertoire of mark making on fabric  Build - Combines with Batik and other mark making |  |
| Able to print in a colour range onto fabric  Build - Combines with Batik and other mark making |  |
| Has used a wide range of knots to produce effects in Tie Dye, has worked in a number of colours |  |
| Batik/ Silk work skills develop and has used a number of colours and overlays  Build - Combined to develop work |  |
| Has worked in a variety of ways using stitches and embroidery techniques |  |
| Has woven using frames etc. using a range of man-made and natural media |  |
| Has developed collage work, including 3D work linking with sculpture |  |
| Has experienced Knitting etc |  |
| Has developed ideas and evaluations in sketchbook |  |
| Has a collection of ideas/starting points in resource book and is using them |  |
| Has looked at and is able to discuss textile work from around the world and is able to comment on them |  |