

Art: At Weald we believe Art, craft and design embody some of the highest forms of human creativity. A high-quality art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment and create their own work.

	Year R	1	2	3	4	5	6
<b>Artists</b> Classic and Modern- using these as an inspiration	<p>Draws things that I have seen</p> <p>Be inspired to draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.</p>	<p>Famous Artists are used as an inspiration and starting point.</p> <p>Children begin to copy their style.</p>	<p>Children are able to name a number of artists and begin to know what is distinctive about their style. E.g. Van Gogh/ Starry night.</p> <p>Children are able to experiment in their own work with similar techniques. Making links to the artist studied.</p>	<p>Children can begin to replicate the techniques of a particular artist/designer studied.</p> <p>There is some evidence of the artists influence through the work produced.</p>	<p>Strong links are made and are obvious in the pieces produced. This is achieved through the techniques and style of individual artists being replicated.</p>	<p>Demonstrate how the work of particular Artists was influential in society and to other artists e.g. Impressionism.</p> <p>Children are able to create pieces that have been clearly influenced by the styles of a range of Artists.</p>	<p>Identify Artists who have worked in a similar way to their own work.</p> <p>To have a good understanding of a range of modern and classic artists throughout history.</p> <p>Consider Architecture and designers throughout history and their influence on Britain today.</p>
<b>Line</b> Drawing	<p>Makes marks by drawing circles and lines. Does not always give meaning.</p> <p>Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.</p> <p>Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.</p>	<p>Draw from observation and imagination using varied drawing materials.</p> <p>Experiment with mark making. Experiment with a range of materials to draw. Start to think about light and dark.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Attempts being made to colour</p>	<p>Draw from observation and imagination using varied drawing materials.</p> <p>Demonstrate a range of mark making techniques with different media e.g. pencil, charcoal, chalk and wax.</p> <p>A wide variety of techniques using a number of different implements (as above) and shows a good understanding of line.</p> <p>Begin to have an awareness of scale – smaller and larger.</p>	<p>Draw from observation and imagination using varied drawing materials and record in a sketchbook.</p> <p>Demonstrate a range of mark making techniques and think about which ones work best for different drawings.</p> <p>Use different hardness of pencil to create texture which may include using Hatching and cross-hatching to show tone and texture.</p>	<p>Draw from observation and imagination using varied drawing materials.</p> <p>Create lines, marks, forms, and space. Explore a range of implements to create tone.</p> <p>Explore tone by drawing light and dark lines and shapes. Explore the direction of light and the impact of this on creating shadow.</p>	<p>Demonstrate a wide variety of ways to make marks with a variety of media.</p> <p>Show that objects have surface texture when drawing. Become more proficient in showing tone.</p> <p>A developing sense of how to show: movement, perspective, shadows and reflection.</p> <p>Develop ability to show that objects have a 3D element.</p>	<p>Demonstrate a wide variety of ways to make marks with a variety of media.</p> <p>Sketchbooks show a development of ideas in mixed media. Showing an understanding of previous techniques learnt and showing a great sense of autonomy by selecting the appropriate techniques.</p>

	Draws from observation by making a careful study and then includes features and details in the pictures.	within the line when shading.		Show emerging control of pencil when sketching.	Using hatching and cross-hatching to show tone and texture.  Start to show an awareness of objects which are 3D when drawing.		
<b>Colour - Painting</b>	<p>Holds a paintbrush/ printing tools in the palm of the hand.</p> <p>Uses thin brushes to add detail and holds the brush with a tripod grip.</p> <p>Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers.</p> <p>Names colours and Mixes primary colours (red, yellow and blue) to appropriate consistency.</p>	<p>Mix primary colours (Red, Blue and Yellow), to make secondary ones. Name secondary colours.</p> <p>Experiment with a range of media, tools and techniques such as paint and pastels.</p> <p>To begin to understand that different thickness of brushes can be used for different purposes.</p> <p>To learn how to hold a paint brush correctly.</p> <p>A developing understanding of how tints and tones may be created.</p>	<p>Mix Primary and Secondary colours effectively. Create colour wheels</p> <p>Match colours to artefacts and objects. For example, skin tones and the sky and sea, justifying their reasons of choice.</p> <p>Experiment with a range of media, tools and techniques such as layering and textured paint.</p> <p>Select appropriate brushes/tools for scale and effect.</p>	<p>Use more specific colour language</p> <p>Create a wash of colour as a background.</p> <p>Colour mixing is effective.</p> <p>Experiment with colour to create mood. E.g blue tones to create cool, red/orange to create warmth, heat.</p> <p>Experiment with a range of media, tools and techniques such as blocking in colour and washes.</p> <p>Use a range of brush stroke techniques for effect.</p>	<p>Be able to identify primary, secondary, complementary and contrasting colours.</p> <p>Colours are used to create mood and reasons for choice are explained.</p> <p>Create effective background first before adding detail, using different techniques (layering of composition).</p> <p>Experiment with a range of media, tools and techniques such as creating tints and shades (using black and white).</p>	<p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Developing an awareness that different paint types (acrylic, water colours) create different effects.</p> <p>Plan work by sketching lightly first.</p> <p>Experiment with a range of media, tools and techniques.</p> <p>Explore scale and position.</p>	<p>Mix and match colours well to create atmosphere and light effects.</p> <p>Mix appropriate colours for the task through close observation. E.g. different shades of green trees/leaves.</p> <p>Produce accurate and light sketches before painting.</p> <p>Experiment with a range of media, tools and techniques.</p> <p>Explore composition and perspective.</p>
<b>Pattern and texture-</b>	I can use objects to copy a simple repeating pattern with two items. Lay out	Explore and name different materials and their textures.	<p>Add a textured surface to clay.</p> <p>Create textured paint by adding sand or plaster</p>	Arrange and glue materials to different backgrounds.	Use collage as a means of collecting ideas and information and building a visual vocabulary in	Produce intricate patterns and textures in a malleable media.	Produce intricate patterns and textures in a malleable media.

	<p>the pattern/ thread beads.</p> <p>can use objects to copy a simple repeating pattern with three items. Lay out the pattern/ thread beads. Begin to make own patterns by laying out items.</p> <p>I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint.</p>	<p>Use natural materials to make imprints on clay to create patterns.</p> <p>Explore texture by using/sticking a range of collage materials and applying them in a variety of ways.</p> <p>Introduce press-print. Make experimental marks into the block using biro and pencil etc.</p>	<p>Explore texture by using a range of collage materials and applying the materials to create varied texture.</p> <p>Create Mono- prints Recognise patterns and replicate them.</p>	<p>Sort and group materials for different purposes. E.g. colour, texture. Fold, crumble, tear and overlap.</p> <p>Explore block printing. Make own print blocks from cardboard, string, wood etc.</p>	<p>preparation for a piece of work.</p> <p>Create a design and produce an etching using a styrofoam or acrylic plate.</p> <p>Using clay tools on a soft plate to create printing block.</p>	<p>Use a range of media to create collages.</p> <p>Use collages as a means of extending work from initial ideas.</p> <p>Use different techniques colours, materials &amp; textures appropriately when designing and making pieces of work.</p> <p>Explore printing based on the study of an Artist e.g William Morris.</p> <p>Create prints with three overlays of different colours. E.g. screen printing with a roller.</p>	<p>Use a range of media to create collages.</p> <p>Use collages as a means of extending work from initial ideas.</p> <p>Use different techniques colours, materials &amp; textures appropriately when designing and making pieces of work.</p> <p>Combine different printing techniques in the same piece.</p> <p>Draw or paint into prints or attach textiles and other materials and objects to add texture and variety.</p>
<p><b>Form and space</b> Clay, junk modelling</p>	<p>I can explore the clay/ dough.</p> <p>I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.</p> <p>I can make something and give meaning to it.</p> <p>use a variety of techniques,</p>	<p>Make models from observation or imagination.</p> <p>Begin to think about planning.</p> <p>Use clay to create simple forms thinking about how to shape and join.</p> <p>Make a thumb pot.</p> <p>Junk modelling thinking about joining materials.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Use clay to create simple forms thinking about how to shape and join.</p> <p>Use natural materials to create temporary sculptures.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Develop skills in using clay including slabs, coils slips etc.</p> <p>Use papier-mâché to create simple 3D objects.</p>	<p>Shape, form, model and construct from observation and Imagination, adding details to provide interesting effects.</p> <p>Sculptures using newspaper, wire and mod-roc, creating interesting textures before covering with mod-roc.</p>	<p>Shape, form, model and construct from observation and Imagination, using details for effect.</p> <p>Use a range of materials to create sculptures (clay, mod-roc, papier mache).</p> <p>Plan and make a sculpture through drawing and other preparatory work, using appropriate tools to create effects, e.g.</p>	<p>Shape, form, model and construct from observation and Imagination, using details for effect.</p> <p>Experiment with form – using methods already learned with work informed by the study of a sculptor or craft maker.</p> <p>Demonstrate a range of skills taught when working with clay e.g</p>

	shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.					shape, texture and pattern.	knowing how to join, work and hatch etc.
<b>Evaluating and analysing work</b> (Developing and Sharing ideas and reasoning.) Using the language of Art, Craft and Design.	I can independently print very careful representations to create full pictures, without any support and add fine details. I think about the full composition of the picture and use the space	Review what they and others have done and say what they think and feel about it.	Say what they might change in their current work or develop in future work.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Annotate work in sketchbook.	Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using subject specific vocabulary such as tone.  Adapt their work according to their views.  Annotate work in sketchbook.	Compare ideas, methods and approaches in their own, and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook.

Pluto Readiness for year 1:

READINESS FOR YEAR ONE:

- Hold tools like pencils, paint brushes, scissors with increasing precision
- Experiment with using different every day and art materials to explore colour, texture and form
- To explore their ideas and imagination by creating drawings, paintings and sculptures.
- To explore creating designs and artwork on a range of scales.
- To explore a range of techniques to draw, paint, print and sculpt to help them create artwork.
- Recognising and exploring the colour, patterns and shapes in other artist's work.
- Expressing opinions and feelings in response to their own artwork and other artist's work.

- Sharing their work with other people, talking about what they have created it