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| <p>Ongoing objectives</p> | <ul style="list-style-type: none"> • Be able to record from first hand observation or experience • Be able to articulate what they think or feel about their work and describe how they might develop their ideas. Evaluate using artistic language. • Work independently and collaboratively on projects. • Incorporate ICT into Art. • Continuously refer back to artists, architects and designers in history for inspiration or comparison. | | | |
| <p>Drawing should be ongoing throughout the academic year.</p> | <p>Year 3 Drawing – pencil, charcoal Experiment with different grades of pencil and other implements e.g. chalk, charcoal. Incorporate previously learned techniques i.e. line, shape, colour and space.</p> | <p>Year 4 Drawing – pencil, charcoal Explore the relationships between line and tone, pattern and shape, line and texture. Create visual texture using different marks and tools. Create patterns/motifs with repeated mark-making.</p> | <p>Year 5 Drawing – charcoal: line, texture Explore line, tone, pattern, texture, colour and shape. Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one. Draw from observation and use previous work to inform new projects and develop ideas.</p> | <p>Year 6 Drawing- charcoal, pencil Use a variety of techniques to create form and texture i.e. shading and perspective.</p> |
| <p>Painting</p> | <p>Painting - acrylic Experience mixing colours and understand which primary colours make secondary colours. Use acrylic paints and learn to make changes by painting over the acrylic.</p> | <p>Painting - watercolours Observations, techniques and control Conduct an in-depth analysis of a watercolour painting.</p> | <p>Painting - general Demonstrate an understanding of primary and secondary colours as well as warm/cold and complementary/contrasting. Work imaginatively as well</p> | <p>Painting - acrylic Use a colour wheel to understand 'harmonious' colours and 'contrasting' colours. Choose appropriate paper, paint and implements to adapt work and be able to carry out preliminary studies, testing materials and mixing</p> |

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| | <p>Experiment with different effects, including washes and thickened paint.</p> <p>Work on a range of scales, including small brush on small paper.</p> | <p>Comment on form, line, technique and discuss opinions.</p> <p>Begin to evaluate using artistic language.</p> <p>Use specific colour language – tint, tone, shade and hue.</p> <p>Plan and create different effects and textures with paint according to the task e.g. colour wash.</p> | <p>as from observation.</p> | <p>appropriate colours.</p> <p>Review and revisit work: edit by painting over.</p> <p>Work in pairs to recreate a well-known piece or element of a piece</p> |
| <p>Printing, Textiles and Collage</p> | <p>Printing- Using Paint</p> <p>Explore pattern and shape, creating designs for printing using a variety of materials and techniques including layering.</p> | <p>Textiles/Collage</p> <p>Match the tool to the material and choose collage as a means of extending work already done.</p> <p>Refine and alter ideas and be able to explain choices.</p> | <p>Printing – Using Inks</p> <p>Understand the techniques – relief, mono and resist printing and choose the printing method suitable for the task.</p> <p>Use pattern, repetition, symmetry or random printing styles.</p> | <p>Textiles/Collage</p> <p>Use different techniques, colours and textures when designing and composing pieces of work.</p> <p>Adapt, extend and justify their work.</p> |
| <p>Sculpture</p> | <p>Suggested material: clay or paper mache</p> <p>Choose one sculpture/ artist for in-depth analysis.</p> | <p>Suggested material: Modroc, clay</p> <p>Demonstrate an</p> | <p>Suggested material: paper mache, clay</p> <p>Describe the different techniques of modelling,</p> | <p>Suggested material: clay</p> <p>Develop skills in manipulating clay – slabs, coils (suggested activity, coil</p> |

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| | <p>Plan, design and make models using a variety of independently selected materials.</p> <p>Replicate work to improve technique and control.</p> <p>Evaluate and analyse their own work and form their own opinion</p> | <p>understanding of shape, form and space.</p> <p>Plan, make and adapt models.</p> | <p>sculpture and construction.</p> <p>Use natural, recycled and man-made materials to create a sculpture.</p> <p>Plan a sculpture by drawing.</p> <p>Evaluate using artistic language</p> | <p>pots) and making slip.</p> <p>Work as independently as possible to plan, create and evaluate a sculpture.</p> <p>Incorporate form, pattern and texture.</p> <p>Use a wide variety of tools and refine skills.</p> <p>Use imagination and experience to influence work.</p> |
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