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| Bishop Lonsdale-LogoBishop Lonsdale Church of England Primary School and Nursery***B****ecoming* ***I****ndependent* ***S****uccessful* ***H****onest* ***O****pen-Minded* ***P****eople***Art** |
|  | **Nursery** | **Reception** | **Year 1** | **Year2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Curriculum Statements** |
| Create closed shapes with continuous lines and begin to use these shapes to represent objects. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | Use a range of materials to design and make products. | Choose materials effectively to design and create products.Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.Develop a wide range of techniques of colour, pattern, texture, line, shape, form and space.Learn about a range of artists, craftsmen and designers to describe the similarities and differences and make links to their own work.To use a sketch book to record their observations. | Use sketchbooks to collect, record and analyse ideas. | Use sketchbooks to collect, record and evaluate ideas. | Review and revisit previous sketches and evaluate to makeimprovements. | Become proficient in their mastery of different art and design techniques such as drawing, painting and sculpture with a range of materials (pencil, charcoal, paint or clay).Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.Review and revisit previous sketches and evaluate to make improvements.Identify similarities and differences betweenartists, art forms and pieces of art. |
| Draw with increasing complexity and detail, such as representing a face with a circle and including details.Use drawing to represent ideas like movement or loud noises.Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. | Use drawing, painting and sculpture to develop and share their ideas imaginatively.Develop techniques of colour, pattern, texture, line, shape, form and space. | Begin to develop mastery of different art and design techniques such as drawing, painting and sculpture with a range of materials (pencil, charcoal, paint or clay). | Develop mastery of different art and design techniques such as drawing, painting and sculpture with a range of materials (pencil, charcoal, paint or clay). | Improve mastery of different art and design techniques such as drawing, painting and sculpture with a range of materials (pencil, charcoal, paint or clay). |
| Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand. | Learn about a range of artists, craftsmen and designers and begin to describe the similarities and differences.To use a sketch book to record their observations. | Create a piece of work in the style of a great artists, architects & designers.Share and evaluate their piece of work. | Create a piece of work in the style of a great artists, architects & designers.Share and evaluate their piece of work. | Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.Identify similarities and differences between artists, art forms and pieces of art. |
| **Skills/Techniques** |
| Use a variety of drawing toolsNaming and mixing primary colours (informally)Names of different art tools (paper, pencil, pen, | Use a variety of drawing toolsNaming and mixing primary colours (informally)Names of different art tools (paper, pencil, pen, | Extend variety of drawing tools used in EYFSObservational drawings of landscapes, patterns and anatomy (faces, limbs) | Experiment with tools and surfacesRecording experimentation of feeling and experiencesRecording using sketch | Experiment with different gradients of pencilDetailed observational drawings of objects/people/faces | Observational drawings looking at light and shadow, scale and proportion, accurate drawings of whole peopleComputer generated drawing | Observational drawings looking at light, shadow and perspective from different anglesIncreasingly accurate drawings of people | Observational drawings looking at light, shadow and perspective from different anglesIncreasingly accurate drawings of people |
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|  | felt-tip, crayon, paint brush, sponge, paint pot, water pot)Using different materials (sensory experiences, textures, discussion)Simple collageConstructing, manipulating, building, destroying and shaping materials (malleable)RubbingsPrint with variety of objects and coloursRepeating pattern, simple symmetrySay what they like or dislike about the work, compareRepresent their ideasMakes continuous lines and enclosed shapes | felt-tip, crayon, paint brush, sponge, paint pot, water pot)Using different materials (sensory experiences, textures, discussion)Simple collageConstructing, manipulating, building, destroying and shaping materials (malleable)RubbingsPrint with variety of objects and coloursRepeating pattern, simple symmetryShare and explain their intentions and methods, compare with othersCreate from observation or imagination | Name all colours (primary and secondary) and mixing colours togetherCollageExploring various textilesConstruct for a purpose, communicate ideas before startingCarving, pinching, rolls coils, simple joins using modelling media (clay/plasticine)Impressed images/relief printingPatterns and symmetryExpress ideas through their artSay what they like abouttheir own/other’s workCompare pieces of art | Exploring creating tones with colour with white and blackExploring how to darken colours without using blackOverlapping and overlaying materialsCollageReplicating textures and patterns in a 3D formObservational drawingsSelecting the best materials and techniquesAnalyse/evaluate their own/other’s work using artistic vocabularyImprint onto malleable materialsCreating different textures using drawing toolsBlock printingCompare and contrast different pieces of art | Positive and negative shapes (3D drawing)Initial/draft sketchingColour mixing – colour wheelsDifferent types of brushes (angled, fan, round, wide, thin, stiff, soft)Painting techniques- dotting, scratching, splashingShape, form, model and construct with different adhesives and methods of constructionRelief, monoprintig, overlapping colour and impressed printingPattern and texture studiesMixed mediaMake suggestions to adapt and improve a piece of art, compare and contrastPreliminary sketchingWeaving on carboard looms, making patterns or pictures | Colour mixing and matching: tint, tone and shade, warmness and coolnessObservational colour workColour work to reflect mood, movement and emotionPlan and developDiscuss own work and work of sculptures, natural and manmade forms of constructionModify and adapt printed workExplore environmental and manmade patternsTessellation Explore three-dimensional art – useclay to create formCombine print making techniquesGive constructive feedback, compare and contrast | Incorporate hue, tint, tone, shades and moodExplore texture within colour and using colour for purposesUse stories, music, poetry as a stimulus (take one picture project?)Select own materials + embellish own work to create a final resultPlan, develop and evaluate own and other’s workExploring properties of different mediaCombining and designing printsCreate and explore abstract patternPlan and develop through sketch and modelsExplore a variety of 3D art techniquesUsing ICT | Incorporate hue, tint, tone, shades, mood, distortion, abstraction, exaggeration to create new effectsExplore texture within colour and using colour for purposesExplore how colour is used to express feeling and emotionApplies their knowledge of techniques to express feelingsWork collaboratively on a larger projectPlan, develop and evaluate own and other’s workBuilds on drawingsScreen printing and various printing techniquesCreate and explore abstract patternCreates art with personal, historic or conceptual meaningExplore a variety of 3D art techniquesReplicate work of other sculptures |
| **Resources** |  |
| * Pencil (thick and thin)
* Felt-tip pens
* Biro pens
* Pencil crayon
* Wax crayon (wide and thin)
 | * Pencil (thick and thin)
* Felt-tip pens
* Biro pens
* Pencil crayon
* Wax crayon (wide and thin)
 | * Pencil
* Pencil crayon
* Oil pastel
* Chalk pastel
* Graphite/charcoal
* Different textures of paper
 | * Variety of surfaces (card, cardboard, paper, foil, bubble wrap, varying sizes)
* Pencil
* Ready-mix paint
 | * Pencils of varying gradients (B,HB and H)
* Interesting objects for still

life drawing | * Pencils of varying gradients (B,HB and H)
* Interesting objects for still

life drawing | * Pencils of varying gradients (B,HB and H)
* Interesting objects for still

life drawing | * Pencils of varying gradients (B,HB and H)
* Interesting objects for still life drawing
* Paint
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|  | * Sponges
* Paint
* Paint trays
* Water pots
* Fabrics of varying textures
* Different types and texture of papers
* Junk modelling materials of varying shapes and sizes (cardboard boxes, yoghurt pots, tubes, corks, buttons, bottle tops)
* Playdough, pipe cleaners, ribbon and other construction materials
 | * Sponges
* Paint
* Paint trays
* Water pots
* Fabrics of varying textures
* Different types and texture of papers
* Junk modelling materials of varying shapes and sizes (cardboard boxes, yoghurt pots, tubes, corks, buttons, bottle tops)
* Playdough, pipe cleaners, ribbon and other construction materials
 | * Ready-mix paint
* Paintbrushes
* Textured sponges
* Fabrics
* Clay
* Plasticine
* Materials for relief printing (clay slabs, string and cardboard, cardboard wrapped in foil and scoring tools, polystyrene sheet)
* sketchbooks
 | * Water colour
* Paint brushes
* Mix-media materials
* Large eyed needles
* Embroidery thread
* Fabrics inc.felt
* Buttons
* Ribbons
* wool
* Sequins
* Binca
* Objects for observational drawing
* Clay, modrock, plasticine
* Newspaper
* PVA glue
* sketchbooks
 | * Paint
* Varying types of paint brushes, width and stiffness
* Sketchbooks
* Varying papers
* Smaller eyed needles
* Fabrics
* Sewing thread
* Dye
* Wax
* Malleable materials
* Rigid materials
* Varying adhesives and joining materials
* Materials for printing (clay slabs, string and cardboard, cardboard wrapped in foil and scoring tools, polystyrene sheet)
* computers
 | * Paint
* Varying types of paint brushes, width and stiffness
* Sketchbooks
* Varying papers
* Smaller eyed needles
* Fabrics
* Sewing thread
* Malleable materials
* Rigid materials
* Varying adhesives and joining materials
* Materials for printing (clay slabs, string and cardboard, cardboard wrapped in foil and scoring tools, polystyrene sheet)
 | * Paint
* Varying types of paint brushes, width and stiffness
* Sketchbooks
* Varying papers
* Smaller eyed needles
* Fabrics
* Sewing thread
* Malleable materials
* Rigid materials
* Varying adhesives and joining materials
* Materials for printing (clay slabs, string and cardboard, cardboard wrapped in foil and scoring tools, polystyrene sheet)
 | * Varying types of paint brushes, width and stiffness
* Sketchbooks
* Varying papers
* Smaller eyed needles
* Fabrics
* Sewing thread
* Malleable materials
* Rigid materials
* Varying adhesives and joining materials
* Materials for printing (clay slabs, string and cardboard, cardboard wrapped in foil and scoring tools, polystyrene sheet)
* Screen printing materials
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| **Vocabulary** |
| * Paint
* Thick
* Thin
* Line
* Shape
* Colour
* Pencil
* Pen
* Print
* Crayon
* Feel
* Texture
* Model
* Big
* Small
* Pattern
* Rough
* Smooth
* Soft
* Hard
* Dark
 | * Paint
* Thick
* Thin
* Line
* Shape
* Colour
* Pencil
* Pen
* Print
* Crayon
* Feel
* Texture
* Model
* Big
* Small
* Pattern
* Rough
* Smooth
* Soft
* Hard
* Dark
 | * Thick
* Thin
* Pattern
* Line
* Shape
* Detail
* Mirror image
* Nature
* Man- Made environment
* Charcoal
* Coloured pencil
* Drawing pencil
* Felt tip pen
* Light
* Dark
* Shade
* Bright
* Warm
* Cold
* Print
 | * Thick
* Thin
* Pattern
* Line
* Shape
* Detail
* Mirror image
* Nature
* Man- Made environment
* Charcoal
* Coloured pencil
* Drawing pencil
* Felt tip pen
* Light
* Dark
* Shade
* Bright
* Warm
* Cold
* Print
 | * Thick
* Thin
* Pattern
* Line
* Shape
* Texture
* Sketch
* Light
* Dark
* Pressure
* Gradient
* Primary
* Secondary
* Tone
* Shade
* Light
* Dark
* Mixing
* Dotting
* Scratching
* Splashing
 | * Light
* Shadow
* Proportion
* Scale
* Accuracy
* Drawing
* Texture
* Line
* Shape
* Form
* Colour
* Tint
* tone
* shade
* mood
* movement
* emotion
* texture
* thread
* needle
* fabric
 | * Foreground
* Background
* Light
* Shadow
* Perspective
* Proportion
* Detail
* Line
* Form
* Texture
* Shape
* Curve
* Hue
* Tint
* Tone
* Shade
* Mood
* Materials
* Texture
* Purpose
* Tools
 | * Foreground
* Background
* Light
* Shadow
* Perspective
* Proportion
* Detail
* Line
* Form
* Texture
* Shape
* Curve
* Hue
* Tint
* Tone
* Shade
* Mood
* Materials
* Texture
* Purpose
* Tools
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|  |
|  | * Light
* Bright
* Feelings
* Face
* Emotion
* Artist landscape
* Nature
* natural
 | * Light
* Bright
* Feelings
* Face
* Emotion
* Artist landscape
* Nature
* natural
 | * Rubbing
* Pressure
* Fabric
* Colour
* Pattern
* Clay
* Coil
* Pinch
* Slick
* Carve
* Roll
* Image
* Texture
 | * Rubbing
* Pressure
* Needle
* Stitch
* Applique
* Fabric
* Texture
* Model
* Sculpture
* Mould
* Attach
* Structure
* Bend
 | * Needle
* Thread
* Weave
* Tie dye
* Batik
* Form
* Model
* Construct
* Sculpture
* Structure
* Attach
* Monoprinting
* Relief printing
* Overlapping colour
 | * weave
* strength
* purpose
* natural
* man made
* sculpture
* structure
* pattern
* tessellation
* repeated
* random
 | * Print
* Pattern
* Embellish
* Abstract
* Realistic
* Evaluate
* Reflect
 | * Print
* Pattern
* Embellish
* Abstract
* Realistic
* Evaluate
* Reflect
* Feeling
* Emotion
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