|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bishop Lonsdale-Logo  Bishop 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 make  improvements. | 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 between  artists, 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 tools  Naming and mixing primary colours (informally)  Names of different art tools (paper, pencil, pen, | Use a variety of drawing tools  Naming and mixing primary colours (informally)  Names of different art tools (paper, pencil, pen, | Extend variety of drawing tools used in EYFS  Observational drawings of landscapes, patterns and anatomy (faces, limbs) | Experiment with tools and surfaces  Recording experimentation of feeling and experiences  Recording using sketch | Experiment with different gradients of pencil  Detailed observational drawings of objects/people/faces | Observational drawings looking at light and shadow, scale and proportion, accurate drawings of whole people  Computer generated drawing | Observational drawings looking at light, shadow and perspective from different angles  Increasingly accurate drawings of people | Observational drawings looking at light, shadow and perspective from different angles  Increasingly accurate drawings of people |
|  | | | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | |
|  | felt-tip, crayon, paint brush, sponge, paint pot, water pot)  Using different materials (sensory experiences, textures, discussion)  Simple collage  Constructing, manipulating, building, destroying and shaping materials (malleable)  Rubbings  Print with variety of objects and colours  Repeating pattern, simple symmetry  Say what they like or dislike about the work, compare  Represent their ideas  Makes continuous lines and enclosed shapes | felt-tip, crayon, paint brush, sponge, paint pot, water pot)  Using different materials (sensory experiences, textures, discussion)  Simple collage  Constructing, manipulating, building, destroying and shaping materials (malleable)  Rubbings  Print with variety of objects and colours  Repeating pattern, simple symmetry  Share and explain their intentions and methods, compare with others  Create from observation or imagination | Name all colours (primary and secondary) and mixing colours together  Collage  Exploring various textiles  Construct for a purpose, communicate ideas before starting  Carving, pinching, rolls coils, simple joins using modelling media (clay/plasticine)  Impressed images/relief printing  Patterns and symmetry  Express ideas through their art  Say what they like about  their own/other’s work  Compare pieces of art | Exploring creating tones with colour with white and black  Exploring how to darken colours without using black  Overlapping and overlaying materials  Collage  Replicating textures and patterns in a 3D form  Observational drawings  Selecting the best materials and techniques  Analyse/evaluate their own/other’s work using artistic vocabulary  Imprint onto malleable materials  Creating different textures using drawing tools  Block printing  Compare and contrast different pieces of art | Positive and negative shapes (3D drawing)  Initial/draft sketching  Colour mixing – colour wheels  Different types of brushes (angled, fan, round, wide, thin, stiff, soft)  Painting techniques- dotting, scratching, splashing  Shape, form, model and construct with different adhesives and methods of construction  Relief, monoprintig, overlapping colour and impressed printing  Pattern and texture studies  Mixed media  Make suggestions to adapt and improve a piece of art, compare and contrast  Preliminary sketching  Weaving on carboard looms, making patterns or pictures | Colour mixing and matching: tint, tone and shade, warmness and coolness  Observational colour work  Colour work to reflect mood, movement and emotion  Plan and develop  Discuss own work and work of sculptures, natural and manmade forms of construction  Modify and adapt printed work  Explore environmental and manmade patterns  Tessellation Explore three-  dimensional art – use  clay to create form  Combine print making techniques  Give constructive feedback, compare and contrast | Incorporate hue, tint, tone, shades and mood  Explore texture within colour and using colour for purposes  Use stories, music, poetry as a stimulus (take one picture project?)  Select own materials + embellish own work to create a final result  Plan, develop and evaluate own and other’s work  Exploring properties of different media  Combining and designing prints  Create and explore abstract pattern  Plan and develop through sketch and models  Explore a variety of 3D art techniques  Using ICT | Incorporate hue, tint, tone, shades, mood, distortion, abstraction, exaggeration to create new effects  Explore texture within colour and using colour for purposes  Explore how colour is used to express feeling and emotion  Applies their knowledge of techniques to express feelings  Work collaboratively on a larger project  Plan, develop and evaluate own and other’s work  Builds on drawings  Screen printing and various printing techniques  Create and explore abstract pattern  Creates art with personal, historic or conceptual meaning  Explore a variety of 3D art techniques  Replicate 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 |
|  | | | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | |
|  | * 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 |
| **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 |
|  | | | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | |
|  | * 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 |
|  | | | | | | | | |