



## Our Curriculum

What we will teach children to do over the course of the year in <b>Art</b>						
	<b>Drawing</b>	<b>Painting</b>	<b>Collage/ Sculpture</b>	<b>Use of IT and Sketch Books</b>	<b>Printing</b>	<b>Knowledge of Art</b>
<p>We would expect almost all children to achieve these things in</p> <p>Year 1</p>	<p>draw using pencil and crayons</p> <p>draw lines of different shapes and thickness, using 2 different grades of pencil</p>	<ul style="list-style-type: none"> <li>name the colours they use, including shades</li> <li>create moods in their paintings</li> <li>name the primary and secondary colours</li> </ul> <p>paint a picture of something they can see</p>	<ul style="list-style-type: none"> <li>cut and tear paper and card for their collages</li> <li>gather and sort the materials they will need</li> </ul>	<ul style="list-style-type: none"> <li>use a simple painting program to create a picture</li> <li>use tools like fill and brushes in a painting package</li> <li>go back and change their picture</li> </ul>	<p>print with sponges, vegetables and fruit</p> <ul style="list-style-type: none"> <li>print onto paper and textile</li> <li>design their own printing block</li> <li>create a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>describe what they can see and like in the work of another artist</li> <li>ask sensible questions about a piece of art</li> </ul>
<p>We would expect almost all children to achieve these things in</p> <p>Year 2</p>	<p>use three different grades of pencil in their drawing (4B, 8B, HB)</p> <ul style="list-style-type: none"> <li>use charcoal, pencil and pastels</li> <li>create different tones using light and dark</li> <li>show patterns</li> </ul>	<p>mix paint to create all the secondary colours</p> <ul style="list-style-type: none"> <li>mix and match colours, predict outcomes</li> <li>mix their own brown</li> <li>make tints by adding white</li> </ul>		<p>begin to demonstrate their ideas through photographs and in their sketch books</p> <ul style="list-style-type: none"> <li>set out their ideas, using 'annotation' in their sketch books</li> </ul>		<p>say how other artists have used colour, pattern and shape</p> <ul style="list-style-type: none"> <li>create a piece of work in response to another artist's work</li> </ul> <p>link colours to</p>



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	<p>and texture in their drawings</p> <ul style="list-style-type: none"> <li>• use a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	<ul style="list-style-type: none"> <li>• make tones by adding black</li> </ul>		<ul style="list-style-type: none"> <li>• keep notes in their sketch books as to how they have changed their work</li> </ul>		<p>natural and man-made objects</p>
<p>We would expect almost all children to achieve these things in</p> <p>Year 3</p>	<p>use their sketches to produce a final piece of work</p> <ul style="list-style-type: none"> <li>• write an explanation of their sketch in notes</li> <li>• use different grades of pencil shade, to show different tones and texture</li> </ul>	<ul style="list-style-type: none"> <li>• predict with accuracy the colours that they mix</li> <li>• know where each of the primary and secondary colours sits on the colour wheel</li> <li>• create a background using a wash</li> <li>• use a range of brushes to create different effects</li> </ul>	<p>begin to sculpt clay and other mouldable materials</p> <ul style="list-style-type: none"> <li>• use specific clay techniques to create a pot</li> </ul>	<p>use their sketch books to express feelings about a subject and to describe likes and dislikes</p> <ul style="list-style-type: none"> <li>• make notes in their sketch books about techniques used by artists</li> <li>• suggest improvements to their work by keeping notes in their sketch books</li> </ul>		<p>compare the work of different artists</p> <ul style="list-style-type: none"> <li>• explore work from other cultures</li> <li>• explore work from other periods of time</li> <li>• Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work</li> </ul>



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<p>We would expect almost all children to achieve these things in</p> <p>Year 4</p>	<p>identify and draw simple objects, and use marks and lines to produce texture</p> <ul style="list-style-type: none"> <li>organise line, tone, shape and colour to represent figures and forms in movement</li> <li>show reflections</li> <li>explain why they have chosen specific materials to draw with</li> </ul>	<p>create all the colours they need</p> <ul style="list-style-type: none"> <li>create mood in their paintings</li> <li>successfully use shading to create mood and feeling</li> </ul>		<p>use their sketch books to express their feelings about various subjects and outline likes and dislikes</p> <ul style="list-style-type: none"> <li>use their sketch books to adapt and improve their original ideas</li> <li>keep notes about the purpose of their work in their sketch books</li> </ul>		<p>experiment with different styles which artists have used</p> <ul style="list-style-type: none"> <li>explain art from other periods of history</li> </ul>
<p>We would expect almost all children to achieve these things in</p> <p>Year 5</p>	<p>successfully use shading to create mood and feeling</p> <ul style="list-style-type: none"> <li>organise line, tone, shape and colour to represent figures and forms in movement</li> <li>show reflections</li> <li>explain why they have chosen specific materials to draw with</li> </ul>	<p>create all the colours they need</p> <ul style="list-style-type: none"> <li>create mood in their paintings</li> <li>express their emotions accurately through their painting and sketches</li> </ul>	<p>sculpt clay and other mouldable materials</p> <ul style="list-style-type: none"> <li>use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.</li> </ul>	<p>keep notes in their sketch books as to how they might develop their work further</p> <ul style="list-style-type: none"> <li>use their sketch books to compare and discuss ideas with others</li> </ul>	<p>print using a number of colours</p> <ul style="list-style-type: none"> <li>create an accurate print design that meets a given criteria</li> <li>print onto different materials</li> <li>create all the colours they need for printing</li> </ul>	<p>experiment with different styles which artists have used</p>
<p>We would expect almost</p>	<p>explain why they have combined</p>	<p>explain what their own style is</p>		<p>Produce sketch</p>	<p>overprint using</p>	<p>make a record</p>



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<p>all children to achieve these things in</p> <p>Year 6</p>	<p>different tools to create their drawings</p> <ul style="list-style-type: none"> <li>• explain why they have chosen specific drawing techniques</li> </ul> <p>produce sketches which communicate emotions and a sense of self with accuracy and imagination</p>	<ul style="list-style-type: none"> <li>• use a wide range of techniques in their work</li> <li>• explain why they have chosen specific painting techniques</li> </ul>		<p>books that contain detailed notes, and quotes explaining about items</p> <ul style="list-style-type: none"> <li>• compare their methods to those of others and keep notes in their sketch books</li> <li>• combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> <li>• adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books</li> </ul>	<p>different colours</p> <ul style="list-style-type: none"> <li>• look very carefully at the methods they use and make decisions about the effectiveness of their printing methods</li> </ul>	<p>about the styles and qualities in their work</p> <ul style="list-style-type: none"> <li>• say what their work is influenced by</li> <li>• include technical aspects in their work, e.g. architectural design</li> </ul>
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