

# Art

<b>Knowledge</b> Artists demonstrate knowledge of significant artists and their techniques.	<b>Generating</b> Artists use a variety of techniques to generate, plan and record ideas.	<b>Making</b> Artists use a variety of different techniques and media to create art.	<b>Evaluating</b> Artists evaluate their own and others' work.	<b>Vocabulary</b> Artists use appropriate subject-specific vocabulary.
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	Knowledge	Generating	Making	Evaluating	Vocabulary
N	<ul style="list-style-type: none"> <li>→To begin to be interested in and describe the texture of things.</li> <li>→To understand that different media can be combined to create new effects.</li> </ul>	<ul style="list-style-type: none"> <li>→To explore colour and how colours can be changed.</li> <li>→To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</li> <li>→To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> </ul>	<ul style="list-style-type: none"> <li>→To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>→To develop a preference for forms of expression.</li> </ul>	→
Rec	<p><b>→To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>	<ul style="list-style-type: none"> <li>→To explore what happens when they mix colours.</li> <li>→To experiment to create different textures.</li> </ul>	<ul style="list-style-type: none"> <li>→To manipulate materials to achieve a planned effect.</li> <li>→To construct with a purpose in mind, using a variety of resources.</li> <li>→To use simple tools and techniques competently and appropriately.</li> <li>→To select tools and techniques needed to shape, assemble and join materials they are using.</li> <li>→To create simple representations of events, people and objects.</li> <li>→To choose particular colours to use for a purpose.</li> <li><b>→To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></li> </ul>	<ul style="list-style-type: none"> <li>→To select the appropriate resources and adapt work where necessary.</li> </ul>	→
Year 1	<ul style="list-style-type: none"> <li>→Know how to recognise and describe some simple characteristics of different kinds of art</li> <li>→Name primary colours and group colours into similar shades.</li> <li>→To describe the similarities and differences between different practises and disciplines, making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>→Record ideas in a sketch book or journal</li> <li>→Draw from or talk about experiences, creative ideas or observations</li> <li>→Describe the sensory properties of a range of different materials and decide which ones to use.</li> </ul>	<ul style="list-style-type: none"> <li>→Use lines of different thickness to represent a shape or outline.</li> <li>→Apply paint using a range of tools (e.g large brushes, hands, feet, rollers and pads)</li> <li>→Handle and manipulate rigid and malleable materials and say how they feel.</li> <li>→Create simple mono prints using a range of printing utensils.</li> <li>→Cut and tear paper and glue it to a surface.</li> <li>→Take a self-portrait or a photograph of someone else,</li> <li>→Create a simple pattern using colours and shapes.</li> <li>→Use modelling materials to create a realistic or imagined form.</li> </ul>	<ul style="list-style-type: none"> <li>→Outline personal likes and dislikes regarding their own work</li> <li>→Outline personal likes and dislikes regarding a piece of art..</li> </ul>	→primary colours, shades, line, shape, rigid, malleable, printing, mono prints, artist, photograph, self-portrait, modelling,
Year 2	<ul style="list-style-type: none"> <li>→To know that different forms of creative works are made by artists from different cultures and times.</li> <li>→To know and describe the work of some artists.</li> <li>→To explain the use of technique and tools that they have chosen to use.</li> <li>→Identify primary and secondary colours.</li> <li>→Understand and explain how to mix secondary colours from primary colours.</li> <li>→Describe how different colours make them feel.</li> </ul>	<ul style="list-style-type: none"> <li>→Use a simple sketch book to record their observations and use them to review and revisit ideas</li> <li>→Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.</li> <li>→Choose appropriate materials and techniques for a given project.</li> </ul>	<ul style="list-style-type: none"> <li>→Use line and tone to draw shape, pattern and texture and to show light and shade.</li> <li>→Mix paint colours to suit a task.</li> <li>→Use modelling materials to create an imaginary or realistic form.</li> <li>→Cut and tear fabrics and papers, attaching them using different joining techniques.</li> <li>→Use a zoom feature to show an object in detail.</li> </ul>	<ul style="list-style-type: none"> <li>→Explain the main successes and challenges encountered when completing a piece of art work.</li> <li>→Explain what they like/dislike about an art work comparing it with other pieces of art.</li> </ul>	→primary colours, secondary colours, colour mixing, tone, light, shade, technique, tools, shape, pattern, texture, zoom, multi-coloured prints
Year 3	<ul style="list-style-type: none"> <li>→To know and describe the work of some artists, craftspeople, architects and designers.</li> <li>→To explain the ways of using some of the tools and techniques they have chosen to work with.</li> <li>→Identify primary, secondary and tertiary colours on a wheel.</li> <li>→Understand and explain how to mix secondary and tertiary colours.</li> <li>→Group colours into warm and cool</li> </ul>	<ul style="list-style-type: none"> <li>→To create and use a sketch book to record their observations and use them to review and revisit ideas.</li> <li>→Identify interesting aspects of objects as a starting point for work.</li> <li>→Explain the purpose of a given task and identify the ideal materials and tools for the job.</li> </ul>	<ul style="list-style-type: none"> <li>→Use a range of drawing media to draw natural and man-made items giving attention to pattern, shape and form.</li> <li>→Copy and create patterns and textures with a range of paints.</li> <li>→Use modelling materials and tools to create a 3d piece of art, choosing the one most appropriate to a given task.</li> <li>→Make repeat pattern prints for decorative purposes using various natural materials.</li> <li>→Use a variety of materials to create a collage on a theme.</li> <li>→Take photographs and explain their creative vision.</li> <li>→Create and use a pallet of natural colours to paint from outdoor observation.</li> <li>→Use line to add surface detail to a drawing, print or painting.</li> </ul>	<ul style="list-style-type: none"> <li>→Make suggestions for ways to adapt/improve their own art work</li> <li>→Use a range of artistic vocabulary to compare art works of a particular genre or movement..</li> </ul>	→primary, secondary, tertiary colours, colour wheel, colour mixing, warm and cold colours, starting point, research, materials, techniques, tools, media, multi-media, natural, man-made, shape, tone, pattern, texture, modelling, repeat patterns, collage, creative vision, pallet, surface detail
Year 4	<ul style="list-style-type: none"> <li>→To know about (and be able to describe) some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</li> <li>→Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used.</li> <li>→Identify and explain how to create different tones of a colour using strips of paper.</li> <li>→Understand the difference between creating tints and shades of a colour.</li> <li>→Use knowledge of tints and shades to create monochromatic colour schemes.</li> </ul>	<ul style="list-style-type: none"> <li>→To use a sketch book to record their observations, ideas and starting points and to use them to review and revisit ideas.</li> <li>→Select and record visual and other information to develop ideas on a theme.</li> <li>→Investigate, combine and organise visual materials and processes when making something.</li> </ul>	<ul style="list-style-type: none"> <li>→Draw from close observation to capture details.</li> <li>→Add textural materials to paint to create a desired effect.</li> <li>→Use a motif and stencil to create an ink transfer.</li> <li>→Create a photo montage of digital images to achieve a particular purpose.</li> <li>→Take a picture from an unusual or thought provoking view point.</li> <li>→Use complimentary and contrasting colours for effect.</li> <li>→Use tone to emphasis form in drawing and painting.</li> <li>→Use 3d materials to create a sculpt</li> </ul>	<ul style="list-style-type: none"> <li>→Comment on similarities/differences between own and others work, describing what they feel about both.</li> <li>→Compare and comment on a number of art works on a similar theme explaining the approaches taken by different artists or genres.</li> </ul>	→artists, crafts people, designer, techniques, tones, shades, tints, monochromatic colour schemes, visual, observational, motif, stencil, mono and repeat print, photograph montage, digital image, view point, complimentary colours, contrasting colours, effect, approach, genre
Year 5	<ul style="list-style-type: none"> <li>→To know how to research and discuss the ideas and approaches of various artists, architects and designers; taking account of their particular cultural context and intentions.</li> <li>→Understand how to describe the processes they are using and how they hope to achieve high quality outcomes.</li> <li>→Paint a colour wheel including primary, secondary and tertiary colours.</li> <li>→Identify and use complementary colours in a pattern.</li> <li>→Understand how complementary colours have been used in famous paintings to make colours stand out.</li> </ul>	<ul style="list-style-type: none"> <li>→To use a sketch book that includes different media to record their observations, ideas and starting points and to use them to review and revisit ideas..</li> <li>→Explain how an idea has developed over time.</li> <li>→Combine a range of media within a piece of work and explain the desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>→Use simple rules of perspective in drawings of figures and buildings.</li> <li>→Use paint application techniques to create mood and atmosphere in a painting.</li> <li>→Carve and sculpt materials using a range of tools and finishing techniques (e.g. etching and smoothing)</li> <li>→Create a detailed block for printing using string, card, foam or lino.</li> <li>→Add black and white to paint to create subtle tints and tones, light and shade.</li> <li>→Use cross-hatching to add tonal detail.</li> </ul>	<ul style="list-style-type: none"> <li>→Compare and comment on ideas/methods/approaches in own and others work (relating to context)</li> <li>→Explain how a piece of art work makes them feel, explaining views by reference to effects (e.g. colour and patterns)</li> </ul>	→research, artists, approaches, techniques, art history, genre, culture, intention, mood, processes, outcomes, primary, secondary and tertiary colours, complimentary and contrasting colours, colour wheel, multi-media, perspective, still-life, paint application techniques, mood, atmosphere, finishing techniques, carve, sculpt, etch, smooth, printing block, tints, tones, light, shade, frottage art, cross-hatching, texture, form, artistic effect
Year 6	<ul style="list-style-type: none"> <li>→To know, describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of different historical, cultural and social contexts in which they worked.</li> <li>→To know, explain and use technical vocabulary and techniques for modifying the qualities of materials and processes.</li> </ul>	<ul style="list-style-type: none"> <li>→To use a sketch book that includes different media to record their observations, ideas and starting points and to use them to review and revisit ideas</li> <li>→Explain intentions when developing ideas identifying any changes and improvements made as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>→Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</li> <li>→Show control in using paint techniques characteristic of a specific genre. (particular brush strokes, colours and paint application techniques)</li> </ul>	<ul style="list-style-type: none"> <li>→Explain how studying other artists 'work has influenced and developed their own. Adapt and refine own work in the light of evaluations.</li> <li>→Describe and explain the ideas, methods and techniques used to create art work on a particular theme or genre.</li> </ul>	→Research, artists, approaches, techniques, art history, genre, culture, intention, mood, atmosphere, influence, processes, neutral colours, colour mixing rules, primary, secondary, tertiary, complimentary, contrasting and harmonious colours, colour wheel, tone, shade, tint, light, form, pattern, texture, paint brush strokes and application techniques, multi-media, landscape painting, figure

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	<p>→Study artists that use neutral colours that don't appear on the colour wheel.(black, white, grey, brown and beige) →Discover different ways to mix these colours using primary and complimentary colours. →Identify harmonious colours and artists that use them.</p>	<p>→Describe how the techniques and themes used by other artists and genres have been developed in their own work.</p>	<p>→Create abstract forms, choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre. →Embellish a 3d form using collage techniques, (decoupage) →Combine images using digital technology, colour, size and rotation. →Mix and use colour to reflect mood and atmosphere. →Use pattern to, add detail, movement and interest to a piece of work. →Use pen and ink to add line, tone and perspective using a tonal ink wash.</p>		<p>drawing, abstract forms, digital software, abstract prints, experimentation, colour, shape size, movement, juxtaposing, develop, adapt, refine, evaluate,</p>
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