

Southbury Primary School Development of Art

Year Group	Drawing <i>(Pencils, charcoal, chalks, pastels – oil and chalk, felts, colouring pencils, mud and sticks)</i> Suggested artists: Ben Levy, Elizabeth Catlett, Adonna Khare, Hector, Gonzales, Sam Cox (Mr Doodle)	Painting <i>(Powder paints, poster, watercolour, acrylic, brushes in different shapes and sizes)</i> Suggested artists: Ben Levy, Van Gogh, Picasso, Monet, Faith Ringgold, Kandinsky, Matisse, Georges Seurat, Henry Rousseau	Printing <i>(found materials, hands, fruit/veg, wood blocks, press print, lino, string)</i> Suggested artists: Andy Warhol, Picasso, Sue Jean Covacevich, Matisse, William Morris.	3D <i>(clay, dough, boxes, wire, paper sculpture, mod roc)</i> Suggested artists: Andy Gormley, Alberto Giacometti, Constantin Brancusi, Henry Moore, Michelangelo.	Collage <i>(coloured paper, newspaper, tissue paper, scraps, fabric, scissors, glue)</i> Suggested artists: Matisse, Kara Walker, David Hockney, Kurt Schwitters, Jason Mercier.	Sketch books
6	-To use a range of sketching pencils to demonstrate the effect of light on objects and people from different directions (shading). -To use shading to create mood and feeling. -To interpret the texture of a surface (Shading techniques). -To produce increasingly accurate drawings of people (face perspective) -To demonstrate the concept of perspective in their drawings. -To organise line, tone, shape and colour to represent figures and forms in movement.	-To use a wide range of techniques in their work to convey their ideas and create atmosphere. -To explain why they have chosen specific painting techniques and select the appropriate brush/tool for the task. -To mix tints and shades fit for purpose. -To be able to work on sustained pieces and review and refine.	-To build up drawings and images of whole or parts of items using various techniques. -To be able to overprint using different colours -To explore screen printing -To explore printing techniques used by various artists. -To be able to look very carefully at the methods they use and make decisions about the effectiveness of their printing methods. -To confidently use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph.	-To create models in a range of scales. -To create work which is open to interpretation by the audience. -To include both visual and tactile elements in their work -To discuss and evaluate own work and that of other sculptors.	-To justify the materials, they have chosen. -To combine pattern, tone and shape. -To layer textures and colours to create interest. -To cut complex shapes in various sizes to represent ideas.	-To incorporate detailed notes and quotes in sketch books explaining about items. -To be able to compare their methods to those of others and keep notes in their sketch books -To begin to combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books
5	-To demonstrate the effect of light on objects and people from different directions (shading). -To begin to interpret the texture of a surface (shading techniques). -To produce increasingly accurate drawings of people. -To introduce and develop a concept of perspective to their drawings.	-To begin to explore and demonstrate hue, tint, tone, shades and mood in their paintings. -To use different brush marks and strokes for effect. -To investigate the use of texture in colour. -To select the appropriate brush for task and use a selection of brushes in one piece of work to different effect.	-To be able to print using several colours. -To create an accurate print design that meets a given criteria. -To print onto different materials. -To design and create printing blocks/tiles. -To develop techniques in mono, block and relief printing. -To create and arrange accurate patterns. -To begin to use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph.	-To use wire to create a sculpture. -To create mood in their sculpture through texture/positioning/colour. -To discuss and evaluate own work and that of other sculptors.	-To combine visual and tactile qualities to express mood and emotion -To translate more complex images into shapes suitable for collage. -To manipulate materials to create textures that have been observed. -To select materials to represent tones. -To begin to cut complex lines and shapes.	-To keep notes in sketch books as to how they might develop their work further. -To be able to use their sketch books to compare and discuss ideas with others.

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4	<ul style="list-style-type: none"> -To be able to show facial expressions and begin to display body language in their sketches. -To identify and draw simple objects using marks and lines to produce texture. -To organise line, tone, shape and colour to represent figures and forms in movement -To show reflections -To identify and draw the effect of light. 	<ul style="list-style-type: none"> -To use suitable equipment for the task. -To be able to create all the colours they need for their art. -To begin to create mood and feelings in their paintings though the use of shading. 	<ul style="list-style-type: none"> -To be able to print using at least four colours. -To create an accurate print design and repeated patterns with precision. -To print onto different materials-- -To use sketchbook for recording textures/patterns -To interpret environmental and manmade patterns -To confidently use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<ul style="list-style-type: none"> -To begin to sculpt clay and other mouldable materials -To experiment with and combine materials and processes to design and make 3D form 	<ul style="list-style-type: none"> -To combine visual and tactile qualities -To simplify drawings or observed images into shapes ready for collage. -To layer shapes to create depth and interest. 	<ul style="list-style-type: none"> -To use their sketch books to express their feelings about various subjects and outline likes and dislikes. -To produce a montage all about themselves. -To use their sketch books to adapt and improve their original ideas. -To keep notes about the purpose of their work in their sketch books.
3	<ul style="list-style-type: none"> -To experiment with the potential of various pencils close observation -To draw both the positive and negative shapes -To create initial sketches as a preparation for painting -To begin to draw accurate drawings of people – particularly faces. -To begin to explore facial expressions in their drawings. 	<ul style="list-style-type: none"> -To create a colour wheel and know where each of the primary and secondary colours sit. -To be able to predict with accuracy the colours that they mix. -To create a background using a wash -To introduce a range of brushes/tools to apply colour using different techniques – dotting, scratching, splashing. 	<ul style="list-style-type: none"> -To be able to make a printing block. - To use more than one colour to layer in a print. -To replicate patterns from observations. -To create a print like a designer. -To begin to use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<ul style="list-style-type: none"> -To plan ideas and develop original ideas -To add onto their work to create texture and shape -To shape, form, model and construct (malleable and rigid materials). 	<ul style="list-style-type: none"> -To cut very accurately, turning the paper rather than their body. To overlap materials for effect. To experiment using different colours and textures to represent their ideas. To use mosaic. 	<ul style="list-style-type: none"> To begin to use their sketch books to express feelings about a subject and to describe likes and dislikes. -To make notes in their sketch books about techniques used by artists. -To suggest improvements to their work by recording notes in their sketchbooks.
2	<ul style="list-style-type: none"> -To create different tones using light and dark using 3 different grades of pencils. - To control the types of marks made with the range of media and draw on different surfaces with a range of media. - To show patterns and texture in their drawings. - To use a viewfinder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> -To be able to mix primary colours to create all secondary and tertiary colours, including brown. -To be able to make tints by adding white. -To be able to make tones by adding black. - To begin to create moods in painting through choice of colour and tone. 	<ul style="list-style-type: none"> -To print with a growing range of objects e.g. sponges, blocks, fruit/vegetables. -To demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. -To use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<ul style="list-style-type: none"> -To be able to make a clay pot -To join two finger pots together -To add line and shape to their work 	<ul style="list-style-type: none"> -To begin to cut basic shapes without a pre-drawn line. -To apply glue without waste. -To create group and individual collages. -To use different kinds of material on their collage and explain why they have used them. 	<ul style="list-style-type: none"> -To begin to demonstrate their ideas through photographs and in their sketch books. -To be able to set out their ideas using 'annotation' in their sketch books. -To be able to keep notes in their sketch books as to how they have changed their work
1	<ul style="list-style-type: none"> -To create moods in drawings through use of colour and tone. -To experiment with two different graded pencils, drawing lines of varying thickness. -To use a variety of drawing techniques such as: hatching, 	<ul style="list-style-type: none"> -To paint using a range of tools and be able to choose thick and thin brushes as appropriate. -To name the primary and secondary colours. -To explore mixing primary colours to create secondary colours. -To paint a picture of something 	<ul style="list-style-type: none"> -To be able to print with sponges, vegetables and fruit. -To print onto paper and textile. -To copy an original print. -To create a repeating pattern. 	<ul style="list-style-type: none"> -To cut, roll and coil materials such as clay, dough or plasticine -To add texture by using tools -To make different kinds of shapes 	<ul style="list-style-type: none"> -To draw a simple shape and cut around the lines. -To cut and tear paper and card for their collages. -To gather and sort the materials they need. -To use repeated patterns in their collage. 	

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	<p>scribbling, stippling, and blending to create light/ dark lines.</p> <ul style="list-style-type: none"> -To observe and draw landscapes -To observe patterns -To observe and draw anatomy (faces, limbs) 	<p>they can see.</p>				
R	<ul style="list-style-type: none"> -To use and begin to control a range of media. -To encourage more accurate drawings of people. -To create simple representations of events and objects. -To use drawings to tell a story. 	<ul style="list-style-type: none"> -To choose colours to use for a purpose -To explore what happens when they mix colours. -To begin to explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<ul style="list-style-type: none"> -To explore rubbings. -To explore printing with variety of objects. -To print with block colours. -To use simple tools and techniques competently and appropriately (Reception). 	<ul style="list-style-type: none"> -To manipulate materials to achieve a planned effect. -To construct with a purpose in mind, using a variety of resources. -To use simple tools and techniques competently and appropriately. -To select appropriate resources and adapts work where necessary. -To selects tools and techniques needed to shape, assemble, and join materials they are using. -To explore a range of malleable media such as clay, papier Mache, Salt dough. 	<ul style="list-style-type: none"> -To experiment to create different textures. -To begin to understand that different media can be combined to create new effects. -To use appropriate language to describe colours, media, equipment and textures. -To create simple collages and explore layering different materials. 	
N	<ul style="list-style-type: none"> -To begin to explore using a variety of drawing materials and different media. -To draw on different surfaces and coloured paper. -To begin to use lines to enclose a space, and then begin to use these shapes to represent objects in their drawings. 	<ul style="list-style-type: none"> -To begin to use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. -To explore colours and how they can be changed. 		<ul style="list-style-type: none"> -To begin to handle, feel and manipulate materials such as, clay, play dough, salt dough etc. -To impress and apply simple decoration to their models. -To explore different ways of constructing beginning to stack blocks vertically and horizontally, making enclosures and creating spaces. -To use various construction materials. 	<ul style="list-style-type: none"> -To begin to be interested in and describe the texture of things. -To realise that tools can be used for a purpose. -To enjoy playing with and using a variety of textiles and fabric. -To begin to explore layering different materials. 	