



ART

at Roydon Primary School

Objectives from the National Curriculum:

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| <p>EYFS: Early Learning Goals can be found by clicking here</p> <p>The Expressive Arts and Design Early Learning Goals are: Expressive Arts and Design (EA&D) <u>Exploring using media and materials</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Being imaginative</u> Children 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 art.</p> | <p>Key Stage 1:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Key Stage 2:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay about great artists, architects and designers in history. |
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Progression of Skills:

| Reception/Year 1 | Year 1/Year 2 | Year 3/Year 4 | Year 5/Year 6 |
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| Exploring and developing ideas | | | |
| <ul style="list-style-type: none"> Begin to explore ideas from observation and imagination. Begin to ask and answer questions about their work. Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | <ul style="list-style-type: none"> Select, record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. |



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| Drawing | | | |
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| <ul style="list-style-type: none"> • Begin to use a variety of drawing tools • Use drawings to tell a story Investigate different lines • Explore different textures • Encourage accurate drawings of people • Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour | <ul style="list-style-type: none"> • Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. | <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. | <ul style="list-style-type: none"> • Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape • Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. |
| Painting | | | |
| <ul style="list-style-type: none"> • Experimenting with and using primary colours • Naming and mixing Learn the names of different tools that bring colour • Use a range of tools to make coloured marks on paper • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. Mix secondary colours and shades using different types of paint. • Create different textures e.g. use of sawdust | <ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. Mix secondary colours and shades using different types of paint. • Create different textures e.g. use of sawdust • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, including layering, mixing media, scraping through etc. • Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. | <ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours. • Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. | <ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources. • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, including those researched independently. • Show an awareness of how paintings are created (composition). |



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| Printing | | | |
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| <ul style="list-style-type: none"> • Rubbings • Print with variety of objects • Print with block colours • repeating patterns irregular painting patterns • Simple symmetry • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. | <ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. • Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. | <ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • Explore pattern and shape, creating designs for printing. • Research, create and print using a variety of techniques (i.e. layering) • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing, e.g. marbling, silkscreen, tie-dye or batik. | <ul style="list-style-type: none"> • Explain a few techniques, including the use of poly-blocks and relief. Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours. • Describe varied techniques • Be familiar with layering prints. Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently. |
| Sculpture & 3D form | | | |
| <ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. | <ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. • Experiment with, construct and join recycled, natural and man-made materials more confidently | <ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models. • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. | <ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and manmade materials to create sculpture. • Plan and create a sculpture through drawing and other preparatory work. • Develop skills in using clay including slabs, coils, slips, etc. • Make a mould and use plaster safely. |



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| Textiles & collage | | | |
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| <ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Sensory experience • Simple collages • Simple weaving • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. | <ul style="list-style-type: none"> • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. • Use a variety of techniques, including weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills. | <ul style="list-style-type: none"> • Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching, cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. • Match the tool to the material. • Choose collage or textiles to extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual info. from a variety of sources, describing with vocabulary based on the visual and tactile elements. | <ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely. • Awareness of the potential of the uses of material. • Use different techniques, colours and textures, etc. when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. |
| Evaluating & developing work | | | |
| <ul style="list-style-type: none"> • Talk about work that they have done with other children and adults. • Discuss how work can be improved by asking questions. • Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook • Identify what they might change in their current work or develop in their future work. | <ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it, e.g. annotate sketchbook • Identify what they might change in their current work or develop in their future work. | <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. | <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. |
| Artists studied: | | | |
| <p>Aboriginal art Andy Goldsworthy Jackie Morris Peter Thorpe Lowry Piet Mondrian Roy Lichtenstein</p> | <p>Kandinsky Leonardo de Vinci Henry Moore Andy Wharhol – Volcanoes Ted Harrison – Volcanoes Georgia O’Keefe Vincent Van Gogh Henri Rousseau Antoni Gaudi</p> | <p>William Morris – Victorians Clarice Cliff Mayan art Ancient Egyptians</p> | |