



KS1 Year A

Anthony Gormly

Sculpture: Shape, form, construct and model from observation and imagination (related to topic in year B).

Equipment: Use tools and equipment safely and in the correct way.

Evaluate throughout

Painting (pattern and texture)

Texture: Experiment with a variety of media; different brush sizes and tools.

Pattern: Start to mix a range of secondary colours, moving towards predicting resulting colours.

Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush.

Drawing (line, shape, form and space): experiment with a variety of media; L S Lowry

Pencils: Develop a range of tone using a pencil and use a variety of drawing techniques such as: blending to create light/ dark lines.

Charcoal, pen and chalk: Begin control the types of marks made with the range of media. Draw on different surfaces with a range of media and start to record simple media explorations.

Light and dark: Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from

Artists: Explore 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. Discuss own work and others work, expressing thoughts and feelings.

Year 3 Year A

Sculpture (paper and stamps)

Equipment: Use tools and equipment safely and in the correct way.

Sculpture: Shape, form, construct and model from observation and imagination

Evaluate throughout

Evaluate throughout

e.g. Olympic rings, Laurel wreath

Painting (colour and texture)

Texture: Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

Confidently create different effects and textures with paint according to what they need for the task.

Light: Use light and dark within painting. Mix colour, shades and tones with increasing confidence.

Artists: Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Explore a range of great artists, architects and designers in history.

Drawing (line, shape, form and space)

Sketchbook: Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.

Drawing with pencil: Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.

3D: Begin to show an awareness of objects having a third dimension and perspective.

Artists: Discuss and review own and others work, expressing thoughts and feelings, and identify changes and see how they can be developed further. Explore a range of great artists.

Year 4 Year A

Drawing (line, shape, form and space)

Sketchbook: Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.

Drawing with pencil: Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.

3D: Begin to show an awareness of objects having a third dimension and perspective.

Artists: Discuss and review own and others work, expressing thoughts and feelings, and identify changes and see how they can be developed further. Explore a range of great artists

Sculpture (paper and stamps)

Equipment: Use tools and equipment safely and in the correct way.

Sculpture: Shape, form, construct and model from observation and imagination

Evaluate throughout

Evaluate throughout

e.g. Olympic rings, Laurel wreath

Painting (colour and texture)

Texture: Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

Confidently create different effects and textures with paint according to what they need for the task.

Light: Use light and dark within painting. Mix colour, shades and tones with increasing confidence.

Artists: Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Explore a range of great artists, architects and designers in history.

Year 5

Drawing (line, shape, form and space)

Create a detailed drawing

Develop a key element of their work: line, tone, pattern, texture.

Start to develop their own style using tonal contrast and mixed media.

Perspective: Have opportunities to develop further simple perspective in their work using a single focal point and horizon.

Artists: (Lowry, John Piper, Egyptian Sculptor) Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.

Evaluate throughout

Artists: (John Piper) Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.

Evaluate throughout

Painting (colour and texture)

Colour: Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.

Style: Start to develop their own style using tonal contrast and mixed media.

Artists: Egyptian Sculptor

Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.

Sculpture (Mod Rock and textiles)

Equipment: Use tools and equipment safely and in the correct way.

Sculpture: Shape, form, construct and model from observation and imagination

Evaluate throughout

Drawing (line, shape, form and space) *Darwin's Drawings (plants and shells)*

Create a detailed drawing

Develop own style of drawing using tonal contrast and mixed media

Adapt their work according to their views and describe how they might develop it further.

Composition: Begin to develop an awareness of composition, scale and proportion in their drawings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.

Artists:

Charles Darwin.

Maurits Cornelis Escher.

Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.

Evaluate throughout

Painting (texture)

Style: Work in a sustained and independent way to develop their own style of painting. Create work from variety of sources.

Understanding: Show an understanding of what works well in their work and why.

Artists:

William Henry Hunt – Fruit (Victorian style)

Annotate work in sketchbook. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work.

Evaluate throughout

Sculpture (electricity)

Victorian light up house (see DT)

Equipment: Use tools and equipment safely and in the correct way.

Sculpture: Shape, form, construct and model from observation and imagination

Evaluate throughout

Painting (pattern and texture)

Frida Kahlo

Style: Work in a sustained and independent way to develop their own style of painting. Create work from variety of sources.

Understanding: Show an understanding of what works well in their work and why.

Artists: Annotate work in sketchbook. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work.

Evaluate throughout

Sculpture (carving)

Stelae

José Guadalupe Posada (hats?)

Equipment: Use tools and equipment safely and in the correct way.

Sculpture: Shape, form, construct and model from observation and imagination

Evaluate throughout



KS1 Year B

Sculpture: Shape, form, construct and model from observation and imagination (based on an artist's work in year A).
Artists: Explore 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. Discuss own work and others work, expressing thoughts and feelings.
 Sculpture (recycled materials using an artist as a focus)
Equipment: Use tools and equipment safely and in the correct way.

Evaluate Throughout.

Drawing (line, shape, form and space)

Experiment with a variety of media;
Pencils: Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling and stippling.
Crayons and felt tips: Begin control the types of marks made with the range of media. Draw on different surfaces with a range of media and start to record simple media explorations.
Texture: Investigate textures by describing, naming, rubbing, copying. Continue to Investigate textures and produce an expanding range of patterns.
Artists: Explore 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. Discuss own work and others work, expressing thoughts and feelings.

Painting (colour and texture) Hundertwasser

Texture: Experiment with a variety of media; different brush sizes and tools.
 Begin to mix colour shades and tones of the same colour. Create texture using a dry brush or adding surplus water
Colour: Explore lightening and darkening paint without the use of black or white.
Artists: Explore 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. Discuss own work and others work, expressing thoughts and feelings.
Evaluate Throughout

Lower KS2 Year B

Drawing (line, shape, form and space)
Sketchbook: Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.
Drawing with pencil: Develop intricate patterns using different grades of pencil and other implements to create texture.
Tone: Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.
Artists: Discuss and review own and others work, expressing thoughts and feelings, and identify changes and see how they can be developed further. Explore a range of great artists.
Evaluate throughout

Sculpture (clay and wood)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination
Evaluate throughout

Painting (pattern and texture)
Generation from different sources: Start to develop a painting from a drawing. Begin to choose appropriate media to work with.
Colour: Use light and dark within painting and show understanding of complementary colours. Mix colour, shades and tones with increasing confidence.
Artists: Start to look at working in the style of a selected artist (not copying). Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.
Evaluate throughout

Year 5

Drawing (line, shape, form and space)
Create a detailed drawing
 Develop a key element of their work: line, tone, pattern, texture. Start to develop their own style using tonal contrast and mixed media.
Perspective: Have opportunities to develop further simple perspective in their work using a single focal point and horizon.
Artists: (Lowry, John Piper, Egyptia Sculptor) Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
Evaluate throughout

Artists: (John Piper) Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
Evaluate throughout
Painting (colour and texture)
Colour: Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.
Style: Start to develop their own style using tonal contrast and mixed media.

Artists: Egyptian Sculptor
 Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
Sculpture (Mod Rock and textiles)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination
Evaluate throughout

Drawing (line, shape, form and space) *Darwin's Drawings (plants and shells)*
Create a detailed drawing
 Develop own style of drawing using tonal contrast and mixed media
 Adapt their work according to their views and describe how they might develop it further.
Composition: Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.
Artists:
Charles Darwin.
Maurits Cornelis Escher.
 Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
Evaluate throughout

Painting (texture)
Style: Work in a sustained and independent way to develop their own style of painting. Create work from variety of sources.
Understanding: Show an understanding of what works well in their work and why.
Artists:
William Henry Hunt – Fruit (Victorian style)
 Annotate work in sketchbook. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work.
Evaluate throughout

Sculpture (electricity)
Victorian light up house (see DT)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination
Evaluate throughout

Painting (pattern and texture)
Frida Kahlo
Style: Work in a sustained and independent way to develop their own style of painting. Create work from variety of sources.
Understanding: Show an understanding of what works well in their work and why.
Artists: Annotate work in sketchbook. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work.
Evaluate throughout
Sculpture (carving)
Stelae
José Guadalupe Posada (hats?)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination
Evaluate throughout