



Christ Church C of E Primary School
Subject area: Art and Design
Key Knowledge, skills and assessment
Painting and use of materials
Artistic Expression
Effective art techniques
Knowledge of Artists

Year 1
(KS1 skills)

Year 2
(KS1 skills)

Year 3
(Lower KS2 skills)

Year 4
(Lower KS2 skills)

Year 5
(Upper KS2 skills)

Year 6
(Upper KS2 skills)

Knowledge of Artists

*Can they describe what they can see and like in the work of another artist/craft maker/designer?
Can they ask sensible questions about a piece of art?*

Can they link colours to natural and man-made objects? Can they say how other artist/craft maker/designer have used colour, pattern and shape? Can they create a piece of work in response to another artist's work?

*Can they compare the work of different artists?
Can they explore work from other periods of time?
Can they explain art from other periods of history?*

Can they experiment different styles which artists have used? 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?

Can they experiment with different styles which artists have used? Can they include both visual and tactile elements in their work?

Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Do they learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information?

Famous Artists

Sculptor-Nick Mackman



Painter-Henri Matisse



Painter - Joe Clair Hall



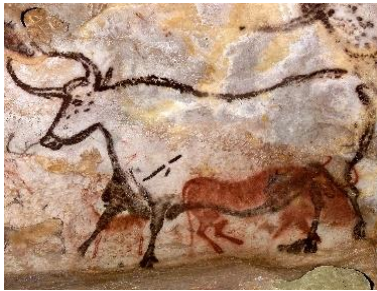
Artist- Bea von Preussen



Batik artist-Barbara Meynel



Paleolithic cave paintings-Lascaux caves in southwestern France



Painter-Andy Warhol



Painter-Angelica Kauffmann



Recycling artist-Peter Mason



Sculptor and photographer-Andy Goldsworthy



Painter -Albert Eckhout



Artist-Jeea Mirza



Drawing artist and animator-William Kentridge



Photographer and painter-Paul Nash



Street artist-JPS

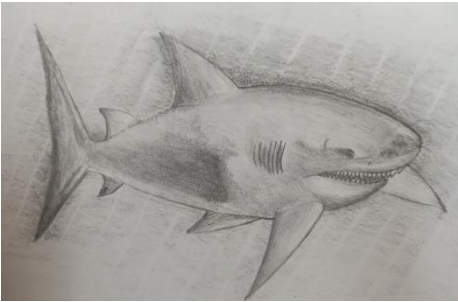


Generic skills – should be covered in all art units of work	Record, explore and experiment with ideas from first hand observations.	Record, explore and experiment with ideas from first hand observations.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
	Ask and answer questions about the starting points for their work.	Ask and answer questions about the starting points for their work.				
	Develop their ideas – try things out, change their minds	Develop their ideas – try things out, change their minds	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work.
	Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
	Review what they and others have done and say what they think and feel about it.	Review what they and others have done and say what they think and feel about it.	Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
	Critique others’ work respectfully and be tolerant of other people’s opinions.	Critique others’ work respectfully and be tolerant of other people’s opinions.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.
	Research artists, compare and evaluate their work.	Research artists, compare and evaluate their work.	Annotate work in sketchbook.	Annotate work in sketchbook.	Annotate work in sketchbook.	Annotate work in sketchbook.
			Critique others’ work respectfully and be tolerant of other people’s opinions.	Critique others’ work respectfully and be tolerant of other people’s opinions.	Critique others’ work respectfully and be tolerant of other people’s opinions.	Critique others’ work respectfully and be tolerant of other people’s opinions.
			Research artists, compare and evaluate their work.	Research artists, compare and evaluate their work.	Research artists, compare and evaluate their work.	Research artists, compare and evaluate their work.

Drawing 	Experiment with a variety of media; pencils, rubbers, pastels, felt tips and chalk.	Experiment with a variety of media; pencils, rubbers, pastels, felt tips and chalk.	Experiment with ways in which surface detail can be added to drawings.	Experiment with ways in which surface detail can be added to drawings.	Work in a sustained and independent way to create a detailed drawing.	Work in a sustained and independent way to create a detailed drawing.
	Control the types of marks made with the range of media.	Control the types of marks made with the range of media.	Use sketchbooks to collect and record visual information from different sources.	Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.	Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.
	<u>Lines and marks</u> Match and draw lines/marks from observations.	<u>Lines and marks</u> Name, match and draw lines/marks from observations.	<u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, different shades of pencil, chalk pastels, pens etc. Use hatching and cross hatching.	<u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, shades of pencils, chalk pastels, pens etc. Use hatching and cross hatching.	<u>Lines, Marks, Tone, Form & Texture</u>	<u>Lines, Marks, Tone, Form & Texture</u>
	<u>Shape</u> Observe and draw shapes from observations.	<u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	<u>Form and Shape</u> Draw different forms and shapes.	<u>Form and Shape</u> Draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	Use dry media to make different marks, lines, patterns and shapes within a drawing. Use different techniques for different purposes i.e. shading, hatching, cross hatching, scribble, stippling and blending within their own work. Start to develop their own style using tonal contrast and mixed media.	Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencil/watercolours.. Use different techniques for different purposes i.e. shading, hatching, cross hatching, scribbling, stippling and blending within their own work. Continue to develop their own style using tonal contrast and mixed media.
	<u>Tone</u> Investigate tone by drawing light/dark lines, patterns, shapes etc.	<u>Tone</u> Investigate tone by drawing light/dark lines, patterns, shapes etc.	<u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone.	<u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone.		
	<u>Texture</u> Investigate textures by rubbing and copying.	<u>Texture</u> Investigate textures by describing, naming, rubbing, copying.	<u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	<u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple		Use enlarging, reducing, gridding and sighting.
	Victorian Seaside	The Antarctic	Stone Age Create a cave picture.		Perspective and Composition	

Draw an animal found in the sea or on the beach with patterned skin. Consider the proportions of the body.

Skills- draw lines of different shapes and thickness, using 2 different grades of pencil.



Create and draw an animal in the Antarctic using charcoal.

Artist- [Bea von Preussen](#)

Skills- consider the proportions of the animal's body. Use charcoal to create line and tone.



Skills-use soft pastels to create texture and blend them together.



use of pattern and texture in a drawing.

Romans
Self-portraits

Painter-Angelica Kauffmann

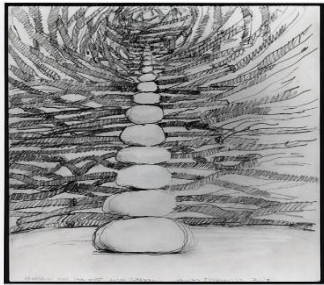
Skills- consider the proportions of the face. Use coloured pencils to show different tones and textures.



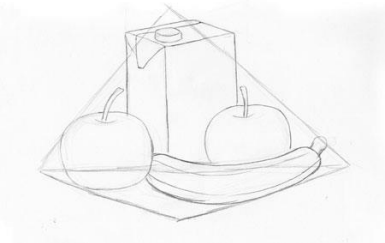
Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

Natural Resources
Draw their sculptures.

Skills- draw their sculptures in pencil and use marks and lines to produce texture and shade using different grades of pencils. Consider the foreground, middle ground and background.



Brazil
Draw objects considering foreground, middle ground and background. Use symmetry, ellipses, and overlapping.



Perspective and Composition

Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition.

Vikings
Draw figures.

Drawing artist and animator-William Kentridge

Skills- use charcoal to organise line, tone and shape to represent figure and form on movement.



World War 1

Draw a landscape based on WW1.

Skills- consider a single focal point and horizon. Foreground, middle ground and background and think about a vanishing point.

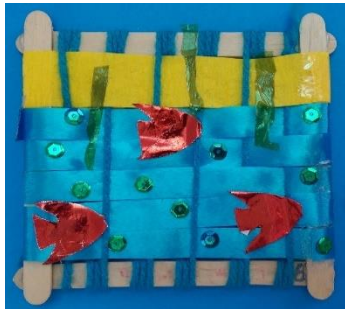


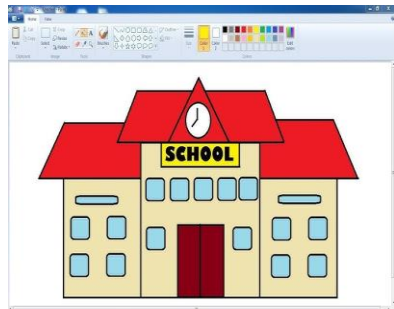
Drawing Vocabulary	pencil, pastel, charcoal, chalk, crayon, drawing, illustration, sketch, line-thin/thick, shade, light, dark, sketchbook, pattern, blend, detail, texture, shade	pencil grade, record, media, medium, tone, texture, pressure, composition, line, cross hatch ,blend, shade, scribble, stippling, horizontal, vertical, pencil pressure, proportion, features, images, guidelines, highlight, study, self-portrait	depth, focal point, foreground, middle ground, background, foreshortening, horizon, light, shade, vanishing point, distance, viewpoint, perspective, aerial, subject, composition, gridding, sighting
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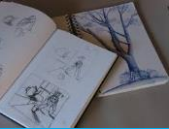
Painting	Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. <u>Colour</u> Identify primary colours by name Mix the secondary colour orange. Select colours to create mood.  <u>Elizabeth II</u> Children draw their faces on the side(profile). Paint their portrait as a stamp like Elizabeth II. <u>Skills</u>-mix secondary colours.	Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. <u>Colour</u> Identify primary colours and mix secondary colours. Select colours to create mood.  <u>The Great Fire of London</u> Paint a fiery cityscape of London. <u>Painter</u>-Joe Clair Hall <u>Skills</u>-mix secondary colours/think about mood	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours. Mix and use tints and tones.  <u>Egyptians</u> Paint their masks. <u>Skills</u>-mix secondary colours and tertiary colour brown. Add black for tones and white for tints.	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours. Mix and use tints and tones.  <u>Volcanos</u> Paint a Volcanic landscape based on Andy Warhol. <u>Painter</u>-Andy Warhol <u>Skills</u>- mix secondary and tertiary colours, warm and cool colours. Add black for tones and white for tints.	Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing and themes <u>Colour</u> Mix and match colours to create atmosphere. Be able to identify primary, secondary, complementary, analogous and tertiary colours and work with them. Mix and use tints and tones.  <u>Brazil</u> Create a Still Life Group using Brazilian fruit and vegetables based on the artist Albert Eckhout. Draw and paint the Still Life Group. <u>Painter</u> -Albert Eckhout <u>Skills</u>- mix secondary and tertiary colours, warm and cool colours, complementary and analogous colours.	Develop a painting from a drawing or from life. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing and themes <u>Colour</u> Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary, analogous and tertiary colours and work with them.  <u>World War 1</u> Create an urban cityscape. Photographer and painter-Paul Nash <u>Skills</u>- include technical aspects in their work, mix tints, shades and tones. Use watercolours.
Painting Vocabulary	primary colour, secondary colour, paint, paintbrush, pattern, mix, texture, shade, tone, warm, cool, layer, scrape, blend, brush strokes, abstract		blocking in, wash, cool colours, warm colours, contrast, opaque, translucent, transparent, detail, effect, tint, shade, tone, dabbed, Scraped, dotted, stroked, textured, flat		analogous colours, complementary colours, tertiary colours, shade, tint, tone, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, preliminary study, wet-on-wet, dry brushing. landscape, cityscape, urban, modern	

Printing 		Make simple marks on rollers and printing palettes. Roll printing ink over found objects to create patterns. Build repeating patterns with a tile. Create simple printing blocks with press print Design more repetitive patterns. <u>Colour</u> Experiment with overprinting motifs and colour. <u>Texture</u> Make rubbings to collect textures and patterns.  <u>Brunel</u> Children draw the Clifton Suspension bridge thinking about proportion, line shape and spaces. Use a polystyrene tile to create a print of their Clifton Suspension bridge drawing. <u>Skills-</u> create a print using pressing, rolling or rubbing.	Create a stencil by simplifying an initial sketch book idea. To design patterns of increasing complexity and repetition. <u>Colour</u> Print using four colours and experiment with overlapping. Recap mixing secondary colours and toning and tinting.  <u>Water Cycles and Rivers</u> Use the batik method to create a watery background on material then use stencils to print fish using fabric paints. <u>Batik artist-Barbara Meynel</u> <u>Skills-</u> print onto different materials using at least four colours using primary and secondary colours, tinting and toning		Create printing blocks by simplifying an initial sketch book idea. To design patterns of increasing complexity and repetition. Create textures using different materials i.e. string, match sticks, sand paper, and wool. Use relief or impressed method. <u>Colour</u> Create prints with an overlays using their knowledge of mixing colours in term 1.  <u>Early Islamic Civilisations</u> Create a block print and based on Islamic patterns. Print on material to make a wall hanging. <u>Artist-Jeea Mirza</u> <u>Skills-</u> create an accurate print that matches their initial idea. Print with an overlay.
Printing Vocabulary		pattern print, repeat, rubbings, relief press, materials, scoring, reverse, surface, monoprint		design, reflection, batik, stencil, resist printing, tye-dye, dying, wax resist, applique	symmetrical, asymmetrical, symmetry, rotational, Victorian, polyblock, block print, layering print, alter, modify

3-D and sculpture 	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3D form.  <u>Victorian Seaside</u> Create an animal out of clay creating patterned skin <u>Sculptor</u>-Nick Mackman <u>Skills</u>- Cut, roll, knead and coil materials such as clay, dough and plasticine. Use tools to add texture		Plan, design and make models from observation or imagination Create surface patterns and textures in a malleable material. Understand the safety and basic care of materials and tools.  <u>Egyptians</u> Create a death mask using mod rock and decorate to represent their likes/hobbies. <u>Skills</u>-Use a mask template. Layer mod rock to create a thick layer.	Shape, form, model and construct from observation or imagination Use natural materials to create sculptures Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs and coils.  <u>Ancient Greeks</u> Create clay pots with pictures that represents today’s society. <u>Skills</u>- create a slab or coil pot. Join clay so that the model remains intact. Use tools to add relief designs. Paint using knowledge of colour mixing from term 1.	Plan, design and make models from observation or imagination Create surface patterns and textures in a malleable material. Use recycled and natural materials to create sculptures that reflect the environment it is in.  <u>Natural Resources</u> Create a sculpture out of natural materials outside in the environment and photograph it. <u>Sculptor and photographer</u>-Andy Goldsworthy <u>Skills</u>- consider placing objects thinking about foreground, middle ground and background. Think about gapping and overlapping.	Shape, form, model and construct from observation or imagination Use man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs and coils.  <u>Vikings</u> Create clay figures (thumb nail pendants) based on the Valkyrie found in Denmark. (Guardian article) <u>Skills</u>- cut, roll, knead and coil materials. Use joining techniques like scoring and slipping. Use tools to add texture and relief.
3D and Sculpture vocabulary	2D or Two Dimensional, 3D or Three Dimensional, clay, pottery, sculpture, structure, roll, knead, shape, join, assemble, attach, construct, texture, natural material, man-made material		model, mould, artefact, mod-roc, wetting, blending, slip, blend, carving, fix, manipulate, composition, form, shape, texture, perspective, proportion		slip, blend, wetting, blending, carving, embellish, slab, coil, pinch, carving, relief, ceramic, metal, proportion, scale, construct, flexible, pliable, hollow, solid, pose, position, motion, sequence, balance, realistic	
Collage		Create images from a variety of media e.g. crepe paper , magazines etc.	Use a range of media to create collages Add collage to a painted, printed or drawn background	Use a range of media to create collages Add collage to a painted, printed or drawn background		

		Arrange and glue materials to different backgrounds. Collect, sort, name match colours appropriate for an image. <u>Shape</u> Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers Work on different scales. <u>Colour</u> Create and arrange shapes appropriately. <u>Texture</u> Create, select and use textured paper for an image. 	Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas.	Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas. 		
Collage vocabulary		pattern, texture, scissors, glue, stick, weave, fabric crayon, trim, collage, mixed media, felt, fabric, net, fur, silk, satin, wool, layers, combine	embellish, collage, mosaic, fabric crayon, media, mixed-media, texture, hessian, photograph, aesthetic, accentuate, enhance			

Digital Art	Explore ideas using digital sources i.e. internet Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas. Colours and Texture using simple filters to manipulate and create images. Use basic selection and cropping tools.  <u>Schools</u> Create a picture of the school. <u>Painter-Henri Matisse</u> <u>Skills-</u> use a painting program to create a picture			Record and collect visual information using digital cameras and video recorders. <u>Romans</u> Create a mosaic self-portrait using digital photographs taken of their self-portraits. <u>Recycling artist-Peter Mason</u> <u>Skills-</u>use a digital camera to take photos and cut the same size squares to create a mosaic		Record, collect and store visual information using digital cameras, video recorders. Present recorded visual images using software e.g. PowerPoint Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.).  <u>Coasts</u> Create a political poster based on the street art in Weston. (A walking trail showing JPS's work) Use a digital format. <u>Street artist-JPS</u> <u>Skills-</u> scan images and take digital photos and use software to alter them, adapt them and create work with meaning.
Digital Art Vocabulary	abstract, image, effect, crop, cropping tools	digital camera, brush tool, cut, duplicate, repeat, filter, special effect		image, layered image, scanned, retrieved, taken, digital image, digital print, filters, clip art, magic wand, pen tool, Photoshop		
Breadth of study	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design in the locality and in a variety of genres, styles and traditions.

Sketch Books 	Use a sketchbook for recording observations, for experimenting with techniques and planning out ideas. Use own sketch books to express feelings about a subject and to describe likes and dislikes. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.	Use a sketchbook for recording observations, for experimenting with techniques and planning out ideas. Use own sketch books to express feelings about a subject and to describe likes and dislikes. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.	Use a sketchbook for recording observations, for experimenting with techniques and planning out ideas. Use own sketch books to express feelings about a subject and to describe likes and dislikes. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explore work from other cultures. Explore work from other periods of time. Suggest improvements to work by keeping notes in sketch books.	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to improve his/her work. Use sketchbooks to express feelings about various techniques, subjects and outline likes and dislikes. Explore work from other cultures.	Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her own work. Experiment with different styles that artists have used. Use sketchbooks to compare and discuss ideas with others.	Select ideas based on first hand observations, experience or imagination and develop these by open ended research. Explain why he/she has chose specific drawing techniques. Refine his/her learnt techniques. Say what work is influenced by. Adapt and refine work to reflect meaning and purpose, keeping notes and annotations in sketch books. Ensure sketch books contain detailed notes and quotes explaining about items.
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