Art (Draft: Art progression)

Year 1

Digital Media

Make

CORE

Compulsory: Make for purpose (including exploration purpose); learn from any mistakes, refine/combine or modify ideas when necessary & finish the activity

Option 1 - IMAGING: Explore picture or pattern making and/or photography on iPad or digital camera using software such as Paint, Dazzle, Art Studio, 2Paint a Picture or PhotoBooth. Refer to Drawing & Painting modules for mark making ideas

Option 2 - VIDEO: Film short videos for simple purpose using a digital camera or an iPad using software such as Windows Movie Maker or iMovie

Option 3 - ANIMATION: Become familiar with the animation process to create very short sequences (under 30 seconds) using software such as 2Animate, I Can Animate, PowToon, ABCya Animation Studio

WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Generate Ideas

CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books/electronic sketchbooks to record/support work

Know, Understand & Evaluate

CORE

Know that we can use computers to make digital art, craft and design

Become vocab aware: software names/basic programme commands, photograph, video, sculpture, sculpt, animation, animate

Identify key visual elements of their digital work from: line/dot, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Colour

Colour Specifics

CORE

Become familiar with: primaries – red/yellow/blue; secondaries – orange/purple/green; tones – black/white/greys & dark/light colours

Acquiring

CORE

Over the year, understand from experience how colours are made through mixing & consider these in making, using a three-primary colour wheel as reference; have a colour focus in activities

Drawing

Generate Ideas

CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

Make

CORE

Draw; learn from any mistakes, rework when necessary & finish the activity

Experiment with line/dot/scribble/doodle, making marks of different sizes/types/colours on various surfaces with various tools - begin to fill in solid shapes if desired

Using these various types of mark-making, draw pictures/illustrations/ideas, even if only symbolic

Increase awareness of observation, developed through 'looking games'.

Engage in activities to strengthen hand muscles, hand-eye co-ordination & correct pencil grip (including tracing & dot to dot)

WORKING DEEPER
Show tenacity, risk taking and/or inventiveness when handling mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE
Vocab awareness: look, notice, draw, mark, pencil, pen, graphite, oil/chalk pastel, chalk, wax crayon, eraser, sharpener, line, dot, pattern, shape, tone (dark, light)

Identify key visual elements of medium: line/dot, tone, pattern, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Painting

Generate Ideas

CORE
Look/discover/imagine/respond/express - generating ORIGINAL ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

Make

CORE
Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Learn from mistakes, rework when necessary & finish the activity

Experiment: stroke, dab, daub, blend, spread, layer, splash, mix, drip, dribble, coat, smear. Use: brush, finger, stick, sponge, spray, spatula, card strip

Possible Types: Picture, decoration, portrait, self-portrait, landscape, handwriting patterns

Possible Mediums: Water-based ready mix/block/powder/watercolour paint (sometimes with additives e.g. pva/sawdust)/wax crayon resist

Engage in (play) activities to strengthen hand muscles, hand-eye co-ordination & correct brush grip. Know brush parts: handle, bristles

WORKING DEEPER
Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE
Notice how they feel when they are painting. Vocab Awareness: brush handle/bristles, stroke, dab, daub, blend, spread, layer, splash, mix, drip, dribble, coat, smear, spray, sponge

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Printing

Know, Understand & Evaluate

CORE
Use digital print command: print

Understand that we print to make a copy of something. Become vocab aware: monoprint (meaning ‘one’), pattern, repeat, press down, comb, water, oil, marble/ marbling ink, stencil, stamp, transfer

Identify key visual elements of medium: line/dot, tone, colour, pattern, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Generate Ideas

CORE
Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners’ work/other), preferably using sketch books to record/support work

Make

CORE
Print; learn from any mistakes, rework when necessary & finish the activity

Use simple relief printing using ready-mix paint (e.g. hand, foot, sponge, stick, fruit & veg) to create/sequence patterns and/or compose simple pictures

Try marbling & simple monoprinting (e.g. paint a plastic table top with ready mix, then take prints from it)

Experiment with stencils, wooden or rubber stamps & transfers

WORKING DEEPER
Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Texture Work

Mosaic

CORE
Create a design/image gluing pre-cut paper/card squares on a card base

Know that a mosaic is a picture made up of little pieces of paper/card/tile

Generate Ideas

CORE
Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

Make

CORE
Make for decorative/pictorial purpose considering scale; learn from any mistakes, rework when necessary & finish the activity

WORKING DEEPER
Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Textile Art

CORE

Weave using the ‘over/under–under/over’ method (warp is vertical, weft is horizontal)

Collect a range of textile samples; modify, connect & decorate materials to create a piece of art

Know what textiles are/their uses. Feel & describe their textures & notice they can be flexible, stiff or stretchy

Know, Understand & Evaluate

CORE

Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Collage

CORE

Use a simple theme; select/manipulate various materials & consider their arrangement. Test layout on strong backing support (possibly photograph for reference), before permanently gluing collage pieces into place

Know that a collage is a picture that is made by sticking lots of bits together on a strong backing; know that historic artists Braque/Picasso/Matisse used collage (many artists still do today)

Sculpture

Generate Ideas

CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners’ work/other), preferably using sketch books to record

Make

CORE

Alone or in pairs/teams, construct, assemble or model (small or large) into 3D form using various materials; learn from any mistakes, rework when necessary & finish the activity

If modelling with soft stuff use plasticine, play dough or salt dough or food stuffs (bread dough, marzipan/royal icing) to do free modelling; experiment with modelling/impressing tools – sometimes pulling apart and reconstructing

If sculpting/constructing, use suitable materials e.g. sand, shaving foam, natural/found objects, papier maché, junk; fasten/glue successfully

Decorate or create surface texture (even if smooth) in some way

WORKING DEEPER
Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE
Notice the difference between a painting and a sculpture. Sculptures are 'fat not flat'

Become vocab aware: squeeze, press, roll, stick, fasten, cut, cover, glue, decorate, join, model, sculpt, pinch

Identify key visual elements of medium: texture, shape, form, space

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Year 2

Printing

Generate Ideas

CORE
Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

Make

CORE

Print; learn from any mistakes, rework when necessary & finish the activity

Create a simple collagraph printing plate (pattern/picture) from collage materials. Make sure materials protrude at equal heights so they all print

Print from collagraph plate using water-based printing ink, keeping still once pressed on printing surface. Take rubbings from it when dry

WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE

Use digital print commands: choose printer, colour or monochrome, print

Remember that we print to make a copy of something. Notice where we use printing in everyday life

Become vocab aware: collagraph (made with collage materials), digital printing, original, master, printing ink/roller/tray/plate, rubbing

Identify key visual elements of medium: line/dot, tone, colour, pattern, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Colour

Colour Specifics

CORE

Consolidation: Be confident with: primaries, secondaries, tones.

Familiarisation: Become familiar with: tertiaries (primary + secondary i.e. blue + green = turquoise; red + green = brown) and the effect of black and white have when added to other colours – darker (shade), lighter (tint)

Acquiring Mastery

CORE

Over the year, understand from experience how colours are made through mixing & consider these in making, using a three-primary colour wheel as reference; have a colour focus in activities

Drawing

Generate Ideas

CORE

Look/discover/imagine/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

Know, Understand & Evaluate

CORE

Experiment with shading techniques (e.g. smudging, hatching/cross hatching, using dots). Know H=hard, B=black, F=fine in drawing pencils

Vocab awareness: 9H-9B drawing pencils, hard, fine, black, shade (dark/light), smudge, hatching, cross-hatching, portrait, self-portrait, illustration

Identify key visual elements of medium: line/dot, tone, pattern, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Make

CORE

Draw; learn from any mistakes, rework when necessary & finish the activity

Picture, illustration, portrait, self-portrait, plan, map. Use various marks on different surfaces with different tools, neatly fill in solid shapes when desired

Work with more speed, control & accuracy, representing intentions carefully, even if still symbolic

Sometimes use a viewfinder to select what to draw

WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when handling mistakes or the unexpected to find solutions

Painting

Generate Ideas

CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

Make

CORE

Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools including finer ones. Learn from mistakes, rework when necessary & finish the activity

Possible Types: Picture, illustration, decoration, portrait, self-portrait, landscape, skyscape, mural, stage backdrop

Possible Mediums: Water-based ready mix/watercolour/fabric paint (sometimes with additives e.g. pva/sawdust)/wax crayon resist/ink & occasionally acrylics

Practice holding painting tools correctly for purpose of marks desired. Respect brushes and stroke (not push against the bristles) across surfaces

Know, Understand & Evaluate

CORE

Consider simple composition more carefully. Experiment to create texture with mark styles or thicker paint

Think about why people paint. Become vocab aware: decoration, portrait, self-portrait, landscape, skyscape

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Sculpture

Make

CORE

Alone or in pairs/teams, construct, assemble or model (small or large) into 3D form using various materials; learn from any mistakes, rework when necessary & finish the activity

If doing ceramics, use clay to do free modelling or make thumb pots (for simple practical purpose); use suitable modelling/impressing tools if necessary

If sculpting use suitable materials e.g. natural/found objects, papier maché, junk, scrunched/rolled newspaper covered in skins (tapes, glued paper), art straws

Try ideas for fastening e.g. tape, glue, plait, staple, weave, hole punch & thread/treasury tag, use paper clip/fasteners, tie, twist, knot

WORKING DEEPER
Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE
Think about what sculptures can be made of & compare/contrast sculptural forms e.g. texture, pattern, weight, size, shape

Become vocab aware: sculptor, sculptress, fasten, thumb pot, plait, thread, twist, tie, knot, texture, form

Identify key visual elements of medium: texture, shape, form, space

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Generate Ideas

CORE
Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

Digital Media

Generate Ideas

CORE
Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books/electronic sketchbooks to record/support work

Make

CORE

Compulsory: Make for purpose (including exploration purpose); learn from any mistakes, refine/combine or modify ideas when necessary & finish the activity

Option 1 - IMAGING: Create/edit: images and/or patterns and/or photographs on iPad or digital camera using software such as Paint, Dazzle, Art Studio, 2Paint a Picture, PhotoBooth

Option 2 - VIDEO: Film short videos for simple purpose using a digital camera or an iPad using software such as Windows Movie Maker or iMovie

Option 3 - ANIMATION: Explore & develop the animation process to create very short sequences (under 45 seconds) using software such as 2Animate, I Can Animate, PowToon, ABCya Animation Studio

Option 4 - VIRTUAL SCULPTING: Sculpt virtually in an online game such as Minecraft (in Creative Mode)

WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE

Know/become vocab aware: software names & basic computing commands/file management

Digital art, craft and design is not physical – it exists inside computers. Become vocab aware: software names/basic programme commands

Identify key visual elements of their digital work from: line/dot, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Texture Work

Generate Ideas

CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record

Make

CORE
Make for decorative/pictorial purpose considering scale; learn from any mistakes, rework when necessary & finish the activity

WORKING DEEPER
Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE
Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

Textile Art

CORE
Weave using the 'over/under–under/over' method (warp is vertical, weft is horizontal)

Modify, connect & decorate materials to make a piece of art. Experiment with a small collection of given items: "What can you do with these?"

Know what textiles are/their uses. Feel & describe their textures & notice they can be flexible, stiff or stretchy.

Collage

CORE
Use a simple theme; select/manipulate various materials & consider their arrangement (rough-test layout on strong backing support/photograph) before permanently gluing in place

Know that a collage is a picture that is made by sticking lots of bits together on a strong backing; know that historic artists Braque/Picasso/Matisse used collage (many artists still do to

Mosaic

CORE
Create a design/image, cutting own paper/card 'tile' pieces & gluing onto a card base

Know that a mosaic is a pictures made up of little pieces of paper/card/tile

Year 3

Painting

Know, Understand & Evaluate

CORE

Before painting, rough-plan composition (main subject/focus, foreground, middle ground, background)

Notice where we see paint in the school environment – why is it there? Become vocab aware: ferrule, outline, visual/tactile texture, composition, paint types

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to su

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

Make

CORE

Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Demonstrate increasingly fine motor skills. Learn from mistakes, rework wh
activity

Possible Types: Picture, illustration, decoration, portrait, self-portrait, landscape, seascape, skyscape, mural, stage backdrop, fabric wall hanging

Possible Medium: Water-based ready mix/watercolour/fabric paint (sometimes with additives e.g. pva/sawdust/small found objects), ink, acrylics

Hold paint tools correctly to suit mark intended (without damaging brushes); know brush part: ferrule (silver section). Outline/fill in, create visual or tactile texture where desired

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Printing

Make

CORE
Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

For purpose create an incised (polystyrene or clay tile) printing plate; print simple pattern repeats (square/rectangle/brick)

Attempt some tessellating pattern rotation: clockwise or anticlockwise ¼, ½, ¾ or full turns

Keep inked plate still once pressed on printing surface. Rest inked roller correctly when not printing & use dry roller & clean paper to cover over plate for pressing

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE
Use digital print commands: choose printer, colour or monochrome, quantity, format (landscape/portrait), print

Become vocab aware: incise (dig into), pattern repeat (square/rectangle/brick), clockwise/anticlockwise ¼, ½, ¾ or full turns

Notice the background is printed (in reverse), not the incised image. Identify key visual elements of medium: line/dot, tone, colour, pattern, shape

Evaluate to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Generate Ideas

CORE
Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books

to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

Texture Work

Mosaic

CORE
Create a design/image for indoor display, using own-made acrylic-painted clay tesserae glued with pva onto a thick card/thin wood base

Know that: 'collage' is French ('coller' - glue); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g.

Victorian 'découpage')

Generate Ideas

CORE
Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch

books to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

Make

CORE
Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE
Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)

Textile Art Options (Choose 2)

CORE

Option TA1: Make textile art with fabrics & materials: modify, connect & decorate; trying making techniques with small samples as sketch book work - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric

Option TA2: Short activity sketch book work: experiment with a small collection of fabric/connecting/embellishment items they choose, to answer: "What can you do with these?" – Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric

Option TA3: Weave using the 'over/under–under/over' method (warp is vertical, weft is horizontal) -Know about the process of weaving on a loom (historic & modern)

Option TA4: Knit: use simple knitting techniques e.g. finger knitting or bobbin crocheting - Know about the process of collecting wool from its source, and its dying, spinning and knitting/weaving

Option TA5: Felt: use simple felting techniques - Know about the process of felting and that felt is often used for making hats; that hat makers were called hatters; and why the 'Mad Hatter' was called mad

Option TA6: Know how and why dyes are 'fastened' (even if not required in their making process) - Know how and why dyes are 'fastened' (even if not required in their making process)

Collage

CORE

Use a theme/idea/concept e.g. pattern, something representational, realistic or abstract

Know that: 'collage' is French ('coller' - 'glue'); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')

Colour

Colour Specifics

CORE

Consolidation: Be confident with primaries, secondaries, tones (darker=shade; lighter=tint), tertiaries

Familiarisation: Become familiar with six colour primaries to gain a greater range of colour temperature when mixing: (warm: cadmium red, cadmium yellow, cobalt blue; cool: crimso and metallics (gold, silver, bronze)

WORKING DEEPER
Consider and discuss how different (warm/cool) colours can make you feel or what ideas or memories they may spark

Acquiring Mastery

CORE
Over the year, understand from experience how colours are made through mixing & consider these in making, using a three-primary colour wheel as reference; have a colour

focus in activities

Drawing

Generate Ideas

CORE
Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to

support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

Make

CORE
Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Using varied surfaces, scales, colours & tools: picture, illustration, portrait, self-portrait, plan, map, diagram, symbol, rough sketch

Observe closely and notice more detail. Work with more speed, control and accuracy, sometimes using shading techniques

Sometimes use a viewfinder to select what to draw. Do a first draft 'light touch' rough sketch of idea/observation

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understanding & Evaluate

CORE

Know and use: symbols & basic composition (main subject/focus, foreground, middle ground, background)

Consider why drawing is useful. Vocab awareness: composition, foreground, middle ground, background, main subject/focus, rough sketch, diagram, symbol

Identify key visual elements of medium: line/dot, tone, pattern, shape

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Sculpture

Know, Understand & Evaluate

CORE

Deconstruct/watch the deconstruction of an everyday object to see how it has been made and possibly reconstruct it

Know that sculptures are 3D and this means 'three dimensional'. Become vocab aware: sculpt, deconstruct, scale. Ceramics: incise, impress, coil pot

Identify key visual elements of medium: texture, shape, form, space

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider a sculptor's reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

Make

CORE

Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary, and finish the activity

Ceramic Option: Use clay to make a coil pot for simple practical purpose or a clay tile using a bas-relief and/or incised method, using suitable modelling/impressing tools (NB a flat incised clay tile sealed with pva could be used as a printing plate)

Non-Ceramic Option: Sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper covered in skins (tapes, glued paper), art straws, string

Consider scale suitable for purpose/location for display

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Digital Media

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books/electronic sketchbooks to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

Make

CORE

Compulsory: Make for purpose; demonstrate increasingly fine hand-eye co-ordination, learn from any mistakes, refine/combine or modify ideas when necessary, and finish the activity

Option 1 - IMAGING: Create, edit & manipulate: images and/or patterns (possibly for textiles) and/or own photos using software such as Paint, Dazzle, Art Studio, 2Paint a Picture, PhotoBooth

Option 2 - VIDEO: Film short videos for simple purpose using an iPad or digital camera using software such as iMovie or Windows Movie Maker

Option 3 - ANIMATION: Animate short sequences (under 1 minute) for simple purpose using software such as 2Animate, I Can Animate, PowToon, ABCya Animation Studio, Scratch Junior (uses coding)

Option 4 - VIRTUAL SCULPTING: Collaborate with simple purpose to sculpt virtually with an online game such as Minecraft (in Creative Mode) OR explore sculpting virtually when becoming familiar with software such as 123D Sculpt

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE
Know the meaning of the words: digital, virtual, animate, sculpture, imaging

Handle files/work with increasing confidence on software chosen for intended purpose using programme commands well

Identify key visual elements of their digital work from: line/dot, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Year 4

Colour

Acquiring Mastery

CORE
Over the year, understand from experience how colours are made through mixing & consider these in making, possibly with mood or message in mind, using a three-primary

colour wheel as reference; have a colour focus in activities

Colour Specifics

CORE

Consolidation: Increase in confidence with: six colour primaries (warm/cool), secondaries, tones (tints/ shades), tertiaries, metallics

Familiarisation: Become familiar with: monochrome - using only one colour (or shades/tints of it); and name tints/shades of primaries and secondaries - e.g. red (pink/burgundy); blue (pale blue/navy); yellow (lemon/dark yellow); green (pale green/bottle green); orange (pale orange/dark orange); purple (lilac/dark purple).

Drawing

Know, Understand & Evaluate

CORE

Understand & use symbols and symbolism, how they represent meaning & how they differ from realistic images

Consider why they find drawing useful. Vocab awareness: composition, symbolism, represent, realistic, sketch, outline, still life, cartoon

Identify key visual elements of medium: line/dot, tone, pattern, shape

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Generating Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

Make

CORE

Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Using varied surfaces, colours, scales & tools: picture, illustration, portrait, self-portrait, plan, map, diagram, symbol, rough sketch, cartoon, still life

In observational drawing show increasing ability to notice finer detail & draw it more accurately, lightly sketching rough outlines first

Sometimes use shading/masking off techniques. Consider pattern, tone, shape & overall composition, using a viewfinder when required

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Painting

Make

CORE
Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Demonstrate fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Possible Types: Picture, illustration, decoration, portrait, self-portrait, religious icon, triptych, landscape, seascape, skyscape, cityscape, mural, backdrop, banner, flag, fabric wall hanging

Possible Mediums: Water-based ready mix/ watercolour/fabric paint (sometimes with additives e.g. pva/sawdust/small found objects), ink, acrylics

Hold paint tools correctly with increasing control/accuracy to suit marks intended (without damaging brushes), outline/fill in/create some visual texture

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE
Plan composition (main subject/focus, foreground, middle ground, background) before painting

Consider the value of artistic painting in the world. Become vocab aware: cityscape, mural, backdrop, main subject/s, foreground, middle ground, background, paint types

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Generate Ideas

CORE
Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

WORKING DEEPER
Extend thinking from the 'what' & 'how' to the 'why'

Printing

Know, Understand & Evaluate

CORE
Use digital print commands: choose printer, colour or monochrome, paper size, quantity, format (landscape/portrait), print

Become vocab aware: incise (dig into), pattern repeat (half-drop/diamond/equilateral triangle), clockwise/anticlockwise, 90°/180°/270°/360°, tessellate, motif

Understand that the background is printed (in reverse), not the incised image. Identify key visual elements of medium: line/dot, tone, colour, pattern, shape

Evaluate to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Generate Ideas

CORE
Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

Make

CORE

Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Print on fabric for purpose: create an incised polystyrene printing plate with some incised visual texture; print more complex pattern/motif repeats (half-drop/diamond/equilateral triangle)

Attempt tessellating pattern rotation depending on repeat type: clockwise or anticlockwise 90°, 180°, 270° or 360°

Keep inked plate still once pressed on printing surface. Rest inked roller correctly when not printing & use dry roller & clean paper to cover over plate for pressing

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Texture Work

Collage

CORE
Use a theme/idea/concept e.g. pattern, something representational, realistic or abstract

Know that: 'collage' is French ('coller' - 'glue'); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')

Mosaic

CORE
Create a design/image for indoor display, using own-made acrylic-painted clay tesserae glued with pva onto a thick card/thin wood base

Know mosaic is a design made up of small tiles (1: 'tessara'/many: 'tessarae') used for practical waterproof decoration on e.g. walls/floors/seats for 1000s of years (e.g. Roman)

Generate Ideas

CORE
Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to su

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

Make

CORE
Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE
Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)

Textile Art (Choose 2)

CORE
Option TA1: Make textile art with fabrics & materials: modify, connect & decorate; trying making techniques with small samples as sketch book work - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric

Option TA2: Short activity sketch book work: experiment with a small collection of fabric/connecting/embellishment items they choose, to answer: "What can you do with these?" – Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric

Option TA3: Weave using the 'over/under–under/over' method (warp is vertical, weft is horizontal) - Know about the process of weaving on a loom (historic & modern)

Option TA4: Knit: use simple knitting techniques e.g. finger knitting or bobbin crocheting - Know about the process of collecting wool from its source, and its dying, spinning and knitting/weaving

Option TA5: Felt: use simple felting techniques - Know about the process of felting and that felt is often used for making hats; that hat makers were called hatters; and why the 'Mad H

Option TA6: Dye: use tie dye technique. Experiment with natural dyes e.g. onion skins, beetroot, tea, coffee - Know how and why dyes are 'fastened' (even if not required in their mak

Sculpture

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider a sculptor's/architect's reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

Make

CORE

Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary & finish the activity

Ceramic Option: Use clay to make a coil pot for practical purpose or a clay tile using a bas relief and/or incised method, using suitable modelling/impressing tools (NB a flat incised clay tile sealed with pva could be used as a printing plate)

Non-Ceramic Option: Sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper/card strips possibly covered in skins (tapes, glued paper), art straws, modelling wire

Non-Ceramic Option: Assemble and use suitable sculpting materials (possibly from a pre-selection) that best suit their ideas; use various fastening/connecting techniques

Non-Ceramic Option: Make a strong supporting substructure & add suitable surface texture &/or pattern decoration

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE

Know what an architect does and what kind of substructures they use when building

Identify what the 3 dimensions are of '3D': length, width, depth (using a swimming pool analogy). Become vocab aware: architect, architecture, substructure, surface. Ceramics: incise, impress, coil pot

Identify key visual elements of medium: texture, shape, form, space

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Digital Media

Know, Understand & Evaluate

CORE

Digital art, craft and design is not physical – it exists inside computers, although we can use that information to make physical things e.g. 2D/3D printing, embroidery, laser cut/etched

Know the meaning of the phrases/words: image manipulation, edit, shoot film, stop motion

Identify key visual elements of their digital work from: line/dot, tone, colour, pattern, texture, shape, , (virtual form, space – sculpture)

Evaluate to develop/improve work assisted by peer review (possibly using stage review), making links to stimuli with own work (ideas/feelings/possible symbolism)

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books/electronic sketchbooks to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

Make

CORE

Compulsory: Make for purpose; demonstrate increasingly fine hand-eye co-ordination, learn from any mistakes, refine/combine or modify ideas when necessary, and finish the activity

Option 1 - IMAGING: Create, edit & manipulate: images, patterns (possibly for textiles), photographs. Experiment with adding text. Use iPad or digital camera & software such as Paint, Dazzle, Art Studio, PhotoBooth or PS Express

Option 2 - VIDEO: Collaborate to shoot/edit videos/films or make presentations for purpose using software such as Windows Movie Maker, iMovie, PowerPoint

Option 3a - ANIMATION: Collaborate to animate short sequences (under 1 minute) for simple purpose using software such as I Can Animate, PowToon, ABCya Animation Studio, Scratch Junior (uses coding)

Option 3b - ANIMATION: Create a stop motion animation (under 30 seconds) using photographs of assembled scenes/characters using a digital camera & tripod using software such as iStopMotion

Option 4 - VIRTUAL SCULPTING: Sculpt digitally to create objects using software such as 123D Sculpt

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Year 5

Digital Media

Generate Ideas

CORE
Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books/elect work

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

Know, Understand, Evaluate & Analyse

CORE
Become vocab aware: Information Age, Digital Revolution, stop motion animation, software names/basic commands

Know what the Information Age/Digital Revolution is about: discuss how it has impacted their world.

Identify key visual elements of their digital work from: line/point, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)

Evaluate/analyse to develop/improve work assisted by peer review (possibly using stage review), making links to stimuli with own work (ideas/feelings/possible symbolism)

Make

CORE
Compulsory: Make for purpose; demonstrate increasingly fine hand-eye co-ordination, learn from any mistakes, refine/combine or modify ideas when necessary, and finish the activity

Option 1- IMAGING: Create, edit & manipulate: images, patterns (possibly for textiles), photographs - incorporating text art using imaging software such as Publisher, PhotoBooth, PS scanner/scanned images

Option 2 - VIDEO: Collaborate to shoot/edit videos/films or make presentations for purpose using software such as Windows Movie Maker, iMovie, PowerPoint

Option 3a - ANIMATION: Collaborate to animate sequences (under 3 minutes) for simple purpose using software such as I Can Animate, PowToon, ABCya Animation Studio, Scratc

Option 3b - ANIMATION: In teams, create a stop motion animation (under 1 minute) using their photographs of assembled scenes/characters. Using a digital camera & tripod & softw

Option 4 - VIRTUAL SCULPTING: Sculpt virtually to create more complex objects using software such as 123D Sculpt

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Colour

Colour Specifics

CORE
Consolidation: Increase in confidence with: six colour primaries (warm/cool), secondaries, tints & shade names of primaries/secondaries, tertiaries, metallics, monochrome, tones (tints

Familiarisation: Become familiar with: neutrals - brown, beige, fawn, peach, khaki, olive, camel, salmon

Acquiring Mastery

CORE
Over the year, understand from experience how colours are made through mixing & consider these in making, possibly with mood or message in mind, using a three-primary colour wh colour focus in activities

Drawing

Know, Understand, Evaluate & Analyse

CORE

Know about/attempt ‘blind’ drawing (eyes closed drawing in response to stimuli, e.g. music) and consider its usefulness

Identify key visual elements of medium: line/dot, tone, pattern, shape, visual texture

Know how art, craft & design reflect & shape our history

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners’ work/other), using sketch books to support w

Consider creative practitioners’ reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

WORKING DEEPER

Extend thinking from the ‘what’ & ‘how’ to the ‘why’

Make

CORE

Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Using varied surfaces, colours, scales & tools: illustration, portrait, self-portrait, plan, map, cross-sectional diagram, symbol, sketch, cartoon, caricature, still life, graffiti,

letter/page decoration, ‘blind’ drawing, abstract

Draw for a longer period of time what is intended with increasing independence, speed, control & accuracy

Consider scale, tone/shading, visual texture, pattern, shape & composition. Use a viewfinder/mask off areas if required

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Painting

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

Make

CORE

Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Learn from any mistakes, rework when necessary, and finish the activity

Possible Types: Picture, illustration, decoration, portrait, self-portrait, religious icon, triptych, landscape, seascape, skyscape, cityscape, still life, mural, backdrop, banner, flag, fabric wall hanging, realistic, impressionistic, abstract, symbolic

Possible Mediums: Water-based ready mix/ watercolour/fabric paint (sometimes with additives, e.g. pva/sawdust/small found objects), ink, acrylics, gouache, poster paint

Possibly mask off an area which won't receive paint. Hold paint tools with control/accuracy to suit marks intended (without damaging brushes). Outline/fill in/create some visual texture & finer details

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand, Evaluate & Analyse

CORE

Plan composition (main subject/focus, foreground, middle ground, background) before painting. Paint background first, moving to middle ground and foreground – main subject/focus last

Consider what paintings may tell us about inner selves. Become vocab aware: religious icon, triptych, still life, realistic, abstract, symbolic, paint types

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Printing

Know, Understand, Evaluate & Analyse

CORE

Understand that the card pieces 'in relief' are what are printed not the background, and that this differs from incised printing

Use digital print commands: choose printer, colour or monochrome, paper size, quantity, format (landscape/portrait), reduce/enlarge, print

Become vocab aware: collagraph (using collage materials) - from Greek: 'kolla' (glue) & 'graphe' (writing), digital printing, original, master, printing ink/roller/tray/plate, relief

Discuss printing's ecological downfalls (paper use/harmful chemicals). Identify key visual elements of medium: line/dot, tone, colour, pattern, shape

Evaluate/analyse to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using

sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

Make

CORE

Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

For purpose: create a collograph printing plate (pattern/picture) using hand-cut card collage pieces, making sure they protrude equally at a reasonable height

so they all print (not the background): do a small tester plate first

Use a mirror to see what the printed reverse image will look like. Print from collagraph plate; use water-based printing ink.

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Texture Work

Know, Understand & Evaluate

CORE

Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)

Collage

CORE

Collage a still life or figurative piece; or communicate a message, evoke a mood or symbolise. Collect/select/manipulate various materials & trial composition before gluing, working from background to foreground if necessary

Know that: 'collage' is French ('coller' - glue); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')

Make

CORE

Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Textile Art (Choose 2)

CORE

Option TA1: Make textile art with fabrics & materials: modify, connect & decorate; trying making techniques with small samples as sketch book work - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric

Option TA2: Short activity sketch book work: experiment with a small collection of fabric/connecting/embellishment items they choose, to answer: "What can you do with these?" – Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric

Option TA3: Weave using the ‘over/under–under/over’ method (warp is vertical, weft is horizontal) - Know about the process of weaving on a loom (historic & modern)

Option TA4: Knit: use simple knitting techniques e.g. finger knitting or bobbin crocheting - Know about the process of collecting wool from its source, and its dying, spinning and knitting/weaving

Option TA5: Felt: use simple felting techniques - Know about the process of felting and that felt is often used for making hats; that hat makers were called hatters; and why the ‘Mad Hatter’ was called mad

Option TA6: Dye: use tie dye technique. Experiment with natural dyes e.g. onion skins, beetroot, tea, coffee - Know how and why dyes are ‘fastened’ (even if not required in their making process)

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners’ work/other), using sketch books to support work

Consider creative practitioners’ reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

Mosaic

CORE

Create a design/image for indoor/outdoor display, using small manufactured glass & indoor/outdoor clay tiles (tesserae) or pebbles & gluing onto a plywood base with tile glue, then grouting with tile grout (health & safety!)

Know mosaic is a design made up of small tiles (1: ‘tessara’/many: ‘tessarae’) used for practical waterproof decoration on e.g. walls/floors/seats for 1000s of years (e.g. Roman)

Sculpture

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners’ work/other), using sketch books

to support work

Consider a sculptor's/architect's reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

WORKING DEEPER
Extend thinking from the 'what' & 'how' to the 'why'

Make

CORE
Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Ceramic Options: Use clay to make a slab pot for practical purpose OR a clay head/bust or figure/natural form in bas relief or full 3D using suitable modelling/impressing tools and attempt some carving

Non-Ceramic Options: Sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper/card strips possibly covered in skins (tapes, glued paper), art straws, modelling wire, beads, withies, Modroc, (NOT Plaster of Paris)

Non-Ceramic Options: Create a maquette (abstract or realistic) that can evoke a mood/feeling. Imagine/describe its final size & the space & lighting in which it might be displayed to enhance its mood/feeling

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand, Evaluate & Analyse

CORE
Non-Ceramic Options: Use basic 3D shape knowledge to help create the maquette or its substructure e.g. cube, cone, cylinder or build on simple wire armature if desired

Know about viewpoints and how something 3D looks different from these viewpoints: side view, front view, back view, aerial view

Become vocab aware: maquette, armature, slab pot, viewpoint, aerial, evoke, mood. Identify key visual elements of medium: texture, shape, form, space

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Year 6

Digital Media

Make

CORE

Compulsory: Make for purpose; demonstrate increasingly fine hand-eye co-ordination, learn from any mistakes, refine/combine or modify ideas when necessary, and finish the activity

Option 1 - IMAGING: Create, edit & manipulate: images, patterns (possibly for textiles), photographs - incorporating text art using imaging software such as Publisher, PhotoBooth, PS Express. Use a scanner/scanned images

Option 2 - VIDEO: Collaborate to shoot/edit videos/films or make presentations using software such as Windows Movie Maker, iMovie, PowerPoint

Option 3a - ANIMATION: In teams, create a short stop motion animation telling part of a story (with other teams telling their part, together making a whole story). Assemble scenes/characters; use a camera (plus tripod & shutter release cable if possible); use software such as iStopMotion

Option 3b - ANIMATION: In pairs, create a short animation sequence (under 1 minute) using coding software such as Scratch Junior

Option 4 - VIRTUAL SCULPTING: Collaborate to sculpt virtually. Create quite complicated objects that relate to other teams' virtual sculptures (possibly exhibiting them all in a virtual setting) using software such as 123D Sculpt

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books/electronic sketchbooks to support work

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

Know, Understand, Evaluate & Analyse

CORE

Vocab aware/know: that digital media is information encoded in a machine-readable format that can be created, viewed, distributed, modified and preserved on electronic devices.

Find out about the many physical application of digital information e.g. laser cutting, embroidery, tapestry, 3D printing

Identify key visual elements of their digital work from: line/point, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)

Evaluate/analyse to develop/improve work assisted by peer review (using stage review), making links to stimuli with own work (ideas/feelings/possible symbolism)

Painting

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary historical/contemporary creative practitioners' work/other), using sketch books to support work

WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

Make

CORE

Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Learn from any mistakes, rework when necessary, and finish the activity

Possible Types: Picture, illustration, decoration, portrait, self-portrait, religious icon, triptych, natural landscape, seascape, skyscape, cityscape, industrial landscape, still life, figurative, mural, backdrop, banner, flag, fabric wall hanging, graffiti, realistic, impressionistic, abstract, symbolic

Possible Mediums: Water-based ready mix/ watercolour/fabric paint (sometimes with additives e.g. pva/sawdust/small found objects), ink, acrylics, gouache, poster paint,

aerosol spray (water-based low odour - use safely)

Possibly mask off an area which won't receive paint. Hold paint tools with control/accuracy to suit marks intended (some detailed), without damaging brushes. Outline/fill in/ create some tactile texture or built-up surface

WORKING DEEPER
Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand, Evaluate & Analyse

CORE
Plan composition (main subject/focus, foreground, middle ground, background) before painting. Work on background first, moving to middle ground and foreground - main subject/s l

Consider the value of paintings when finding out about history. Become vocab aware: figurative, graffiti, impressionistic, natural landscape, industrial landscape, paint types

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

WORKING DEEPER
Use symbolism or attempt to evoke a mood or use one/two point perspective

Printing

Know, Understand, Evaluate & Analyse

CORE
See where intaglio and relief printing occurred in printing history; know about Gutenberg's printing press & its importance

Use digital print commands: choose printer, colour or monochrome, paper size, quantity, format (landscape/portrait), reduce/enlarge, borderless, paper type/quality (incl. image transfer), print. Know about 3D printing.

Become vocab aware: monoprint (meaning 'one'), intaglio (incise, dig in), relief print, Gutenberg, printing press

Identify key visual elements of medium: line/dot, tone, colour, pattern, shape (+ form & space for 3D printing)

Evaluate/analyse to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

Make

CORE

Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Create a one-off three-colour monoprint using the incised polystyrene tile method. Mark the plate back with a T for 'top' before inking

From the same tile: 1st print pale colour from unincised tile; 1st simple incise, then 2nd print a mid-tone colour; 2nd deeper/greater number incisions, then 3rd print a darker/brighter colour (ink up only certain areas with a small sponge or dabbed brush if desired)

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Texture Work

Collage

CORE

Collage a still life or figurative piece or communicate a message, evoke a mood or symbolise. Collect/select/manipulate various materials & trial composition before gluing.

When gluing, work from background to foreground if necessary

Know that: 'collage' is French ('coller' - glue); the term 'collage' was coined by artists Braque and Picasso; types of collage can be traced back many years (e.g. Victorian 'découpage')

Mosaic

CORE

Create a design/image for indoor/outdoor display, using small manufactured glass & indoor/outdoor clay tiles (tesserae) or pebbles & gluing onto a plywood base with tile glue, then grouting with tile grout (health & safety!)

Know mosaic is a design made up of small tiles (1: 'tessara'/many: 'tessarae') used for practical waterproof decoration on e.g. walls/floors/seats for 1000s of years (e.g. Roman)

Make

CORE

Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand & Evaluate

CORE

Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)

Textile Art (Choose 2)

CORE

Option TA1: Make textile art with fabrics & materials: modify, connect & decorate; trying making techniques on small samples as sketch book work - Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric

Option TA2: Short activity sketch book work: experiment with a small collection of fabric/ connecting/embellishment items they choose, to answer: "What can you do with these?" – Remember what textiles are used for (decorative/practical) and how they are made (woven, knitted, felted) & name types of fabric

Option TA3: Weave using the 'over/under–under/over' method (warp is vertical, weft is horizontal) - Know about the process of weaving on a loom (historic & modern)

Option TA4: Knit: use simple knitting techniques e.g. finger knitting or bobbin crocheting - Know about the process of collecting wool from its source, & its teasing, spinning, dying and knitting/weaving

Option TA5: Felt: use simple felting techniques - Know about the process of felting and that felt is often used for making hats; that hat makers were called hatters; and why

the ‘Mad Hatter’ was called mad

Option TA6: Dye: use tie dye technique. Experiment with natural dyes e.g. onion skins, beetroot, tea, coffee - Know how and why dyes are ‘fastened’ (even if not required in their making process)

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners’ work/other), using sketch books to support work

Consider creative practitioners’ reasons for working (if a stimulus & if known) and the historical/cultural development of their art forms

Sculpture

Generate Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners’ work/other), using sketch books to support work

Consider sculptors/architects’ reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

WORKING DEEPER

Extend thinking from the ‘what’ & ‘how’ to the ‘why’

Make

CORE

Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Ceramic Options: Use clay to make a slab pots for practical purpose OR a clay head/bust or figure/natural form in bas high relief or full 3D using suitable modelling/impressing tools and attempt some carving on head/bust

Non-Ceramic Options: Sculpt with suitable materials e.g. natural/found objects, papier maché, junk/scrunched/rolled newspaper/card strips possibly covered in skins (tapes, glued paper), art straws, beads, modelling wire, chicken wire, withies, Modroc, (NOT Plaster of Paris)

Non-Ceramic Options: Use knowledge of 2D & 3D shapes & their properties to assist in the creation of a sculpture/substructure (e.g. oval, square pyramid, angle, circumference, concave)

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

Know, Understand, Evaluate & Analyse

CORE

Non-Ceramic Options: Consider more complex viewpoints points and how something 3D looks different from these viewpoints: ¾ side view, view from below, cross-section, exploded diagram

Become vocab aware: cross-section, exploded diagram; ceramics: carve, manipulate, head, bust, figurative. Identify key visual elements of medium: texture, shape, form, space

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Drawing

Generating Ideas

CORE

Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

Make

CORE

Using varied surfaces, colours, scales & tools: illustration, portrait, self-portrait, plan, map, exploded diagram, technical/figurative drawing, thumbnail sketch, cartoon, caricature, graffiti, tattoo, letter/page decoration, ‘continuous line’

For a sustained period of time draw what is intended with increasing independence, speed, control, accuracy & intricacy

Consider scale, tone/shading, visual texture, pattern, shape & composition. Use a viewfinder, mask off areas if required

Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

If desired, attempt a basic technical drawing technique: one and/or two-point perspective

Know, Understand, Evaluate & Analyse

CORE

Know about/attempt the ‘continuous line’ drawing technique to improve observation/hand-eye coordination and consider its usefulness

Vocab awareness: thumbnail sketch, continuous line, technical/figurative drawing, exploded diagram, perspective

Identify key visual elements of medium: line/dot, tone, pattern, shape, visual texture

Know how art, craft & design contribute to the culture, creativity & wealth of our nation

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Colour

Acquiring Mastery

CORE

Over the year, understand from experience how colours are made through mixing & consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities

Colour Specifics

CORE

Consolidation: Continue to increase in confidence with: primaries, secondaries, tints/shades of primaries/secondaries (and their names), tertiaries, metallics, monochrome, neutrals.

Familiarisation: Know some names of tints & shades of tertiaries e.g. purply red: tint - mauve, shade - plum. Create new ways of describing colour e.g. using paint manufacturers' paint names as ideas for describing - also using similes to describe colours and the mood or ideas they evoke e.g. ‘as black as a moonless night in winter’

WORKING DEEPER

Study colour as an aspect of light in science (‘chromatics’): the primary colours of light are red, green & blue (‘additive’ colour - as opposed to ‘subtractive’ colour we use in painting with pigments whose primaries are red, yellow & blue)

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