



Art – Skill – Colour and Painting Skills

EYFS

<ul style="list-style-type: none">To recognise and name the primary colours.	<ul style="list-style-type: none">The primary colours are; red, yellow and blue. 
<ul style="list-style-type: none">To understand that when colours are mixed, new colours are created.To select and create different colours for different purposes.	<ul style="list-style-type: none">Colour mixing – Red + Blue = Purple Blue + Yellow = Green Red + Yellow = Orange 
<ul style="list-style-type: none">To be able to use a variety of tools to apply paint	<ul style="list-style-type: none">Children to be able to use different tools to apply paint such as; brushes of different sizes, sponges, hands and fingers, rollers, spatulas, etc
<ul style="list-style-type: none">To be able to reflect on the effect of paint on different surfaces and in different ways.	<ul style="list-style-type: none">Children to be given the opportunity to experiment and explore painting onto different surfaces such as: cardboard, paper, bubble wrap, canvas and fabric to create different effects. Children can reflect on the impact/effect of the different surfaces.
<ul style="list-style-type: none">To be able to work from direct observation and imagination	<ul style="list-style-type: none">Children will draw still life objects from observation.

Art – Skill – Colour.

Year 1 –

use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

- Know the names of the primary and secondary colours.
- The primary colours are; red, yellow and blue.



- The secondary colours are; purple, orange and green.



Mix primary colours to create secondary colours.

Red and blue = purple
Red and yellow = orange
Blue and yellow = green

Moods -

Green – Nature, cool, freshness, jealousy.

Yellow- Happiness, warmth, cheery, laughter.

Orange – Happiness, warmth, energy.

Blue – Sadness, cold, calm.

Purple –Wealth, power.

White- coolness, space.

Black – evil, strength, fear

Year 2-

use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

- Tertiary colours (3rd level) are created by mixing primary and secondary colour. Mix to create desired tertiary colours.

- Yellow + orange = amber
- Orange + red = vermillion
- Red + purple = magenta
- Purple + blue = violet
- Blue + green = teal
- Green + yellow = chartreuse



Know how to create brown paint - it is possible to mix up a variety of earthy shades using only the primary colours: red, blue, and yellow. Just blend all three primary colours to produce a basic brown.

Year 3-

improve their mastery of art and design techniques, including drawing

- *Predict with accuracy a colour mix.*
- *Know the position of each primary, secondary and tertiary colour on a colour wheel.*



- *Create tints by adding white.*



- *Create shade by adding black.*



- *Use tints to create a sense of atmospheric perspective*

Year 4

improve their mastery of art and design techniques, including drawing

- Create tones by adding greys.
- Accurately create all the hues required (primary, secondary, tinted, shaded and toned)
- Know that the following colours are often associated with particular moods and emotions)
- Example –
- Warm Colours – such as red, yellow, orange – spark emotions from comfort, warmth, hostility and anger.
- Cool Colours – such as green, blue and purple spark feelings of calmness as well as sadness.

Year 5

improve their mastery of art and design techniques, including drawing

- Use brush techniques and the qualities of paints to create texture. (impasto technique- Impasto is a - technique used in painting, where paint is laid on an area of the surface in very thick layers, usually thick enough that the brush or painting-knife strokes are visible. Paint can also be mixed right on the canvas.



Year 6

improve their mastery of art and design techniques, including drawing

Use the qualities of water colours;
1- Transparency – colour sits on the paper but allow light through.



2 - Permanence – durability when laid with a brush on paper or canvas.

3 - Granulation – where uneven pigment becomes visible on the page.



4 - Opaque – allow little light to pass through them.

Art – Skill – Painting Skills.

Year 1 –

use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

Select a fine paint brush to add detail and a fat paint brush to cover large areas.



Replicate patterns using own colour choices.



Replicate colours used by great artists in their own artwork.



Year 2-

use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

Know which brushes to use to give hard, soft and thin effects.



Understand how to use Line, Colour, Value, Shape, Space, Proportion, to create a portrait.



Year 3-

improve their mastery of art and design techniques, including drawing

Know how to create a background using layers of colour that is somewhat transparent that is applied with diluted paint and tints (mixed with white).

Understand the value of composition and the how the image can show perspective by layering tints of colour on top of each other.



Know how to use a range of brushes to create different effects in painting.



Art – Skill – Painting Skills.

Year 4

Improve their mastery of art and design techniques, including drawing

Know how to create mood using colour.

This can be explored by looking at the work of various artists and what the artist is trying to portray as well as how children feel when they explore different pieces of art. Suggestions can be found but it is often subjective.

Know how to create a background using a wash.

– this is a layer of colour that is somewhat transparent that is applied with diluted paint. The paint is put into water first and then into the paint and the painted onto watercolour paper, using gentle strokes adding more colour and water as it is built up.

Use watercolour paints to produce washes for backgrounds and then add detail.

Same as a wash – wash has to be dry before detail is added.



Year 5

Improve their mastery of art and design techniques, including drawing

Use brush techniques and the qualities of acrylic paints to create an image.

Qualities of acrylic paint:

It's versatile and can be painted on any surface that is oil and wax free.

It dries quickly allowing the project to be finished faster.

It's water-soluble.

It's flexible, durable and vibrant.

Impasto is a technique used in painting, where paint is laid on an area of the surface in very thick layers, usually thick enough that the brush or painting-knife strokes are visible. Paint can also be mixed right on the canvas.

When dry, impasto provides **texture**; the paint appears to be coming out of the canvas.

Know how to create texture on paper. –

Texture can be created using a range of tools including different paintbrushes through their size and shape, spatulas, sponges and toothbrushes to name a few.

Texture can also be created using different types of paints including acrylics and watercolours.



Combine colours, tones and tints to show mood.

Year 6

Improve their mastery of art and design techniques, including drawing

Use the qualities of water colours and to create visually interesting pieces.



1- Transparency – colour sits on the paper but allow light through.

2 - Permanence – durability when laid with a brush on paper or canvas.

3 - Granulation – where uneven pigment becomes visible on the page.

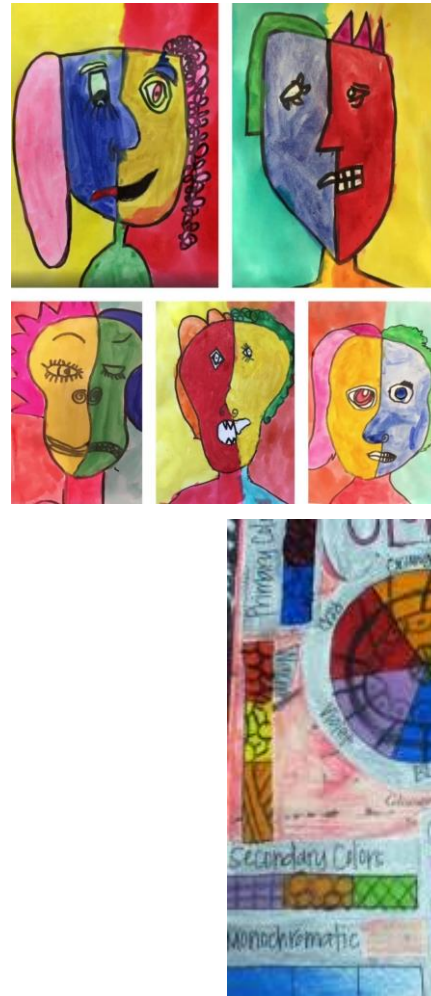
4 - Opaque – allow little light to pass through them.

Art – Skill – Visual Colour Progression.

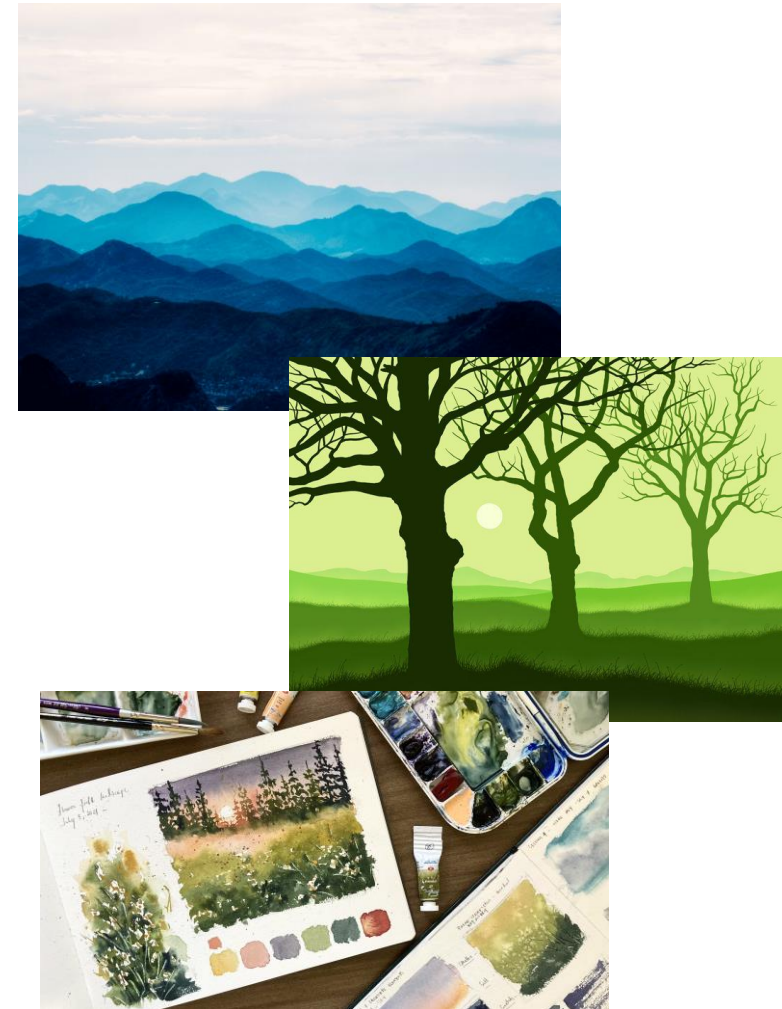
Year 1



Year 2

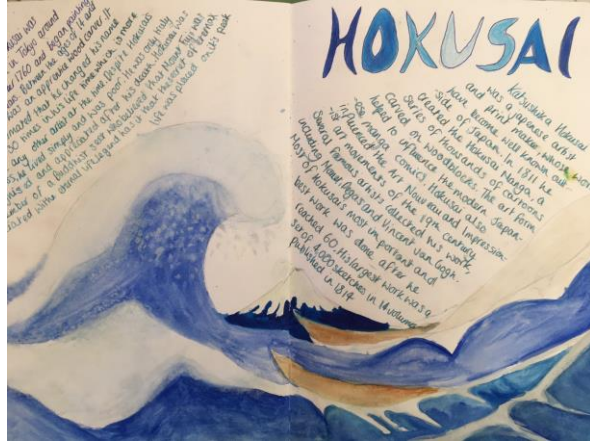


Year 3



Art – Skill – Visual Colour Progression.

Year 4



Year 5



Year 6

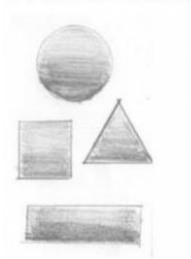


Art – Skill – Drawing- Shape & Form

Year 1 –

use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

Firstly, to be able to draw around 2D shapes
Then to be able to draw them free hand. Shapes to include; circle, triangle, square and rectangle.



Replicate shapes seen in real life



Year 2-

use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

- Replicate known shapes free hand, namely; circle, triangle, square, rectangle.



- To know how to use a viewfinder to focus on a specific part

Year 3-

improve their mastery of art and design techniques, including drawing

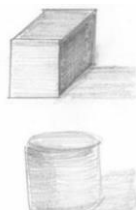
- See and draw shapes accurately to give form from observation
- Still life drawing accuracy
- Know how to draw using perspective – Still life, flowers, leaves. Place one object in front of another.



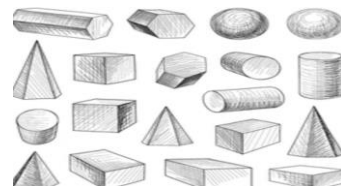
Year 4

improve their mastery of art and design techniques, including drawing

- Use tone and value to create a variety of 3D forms.



Know how to draw a range of 3D shapes, cuboid, cube, pyramid, cylinder, sphere.



- Use shading to show light and shadow



Year 5

improve their mastery of art and design techniques, including drawing

- Use techniques to depict movement, perspective, shadows and reflection.

Movement is the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and colour within the work of art.

- know how to organise line, tone, shape and colour to represent figures and forms in movement.

Line - Line is the path left by a moving point. For example, a pencil or a brush dipped in paint.

A line can take many forms. It can be horizontal, diagonal or curved. It can also change over its length, starting off curved and ending up horizontal, for example.

Line can be used to show many different qualities, such as: contours – showing the shape and form of something feelings or expressions – a short, hard line gives a different feeling to a more flowing one movements.



Year 6

improve their mastery of art and design techniques, including drawing

To know how to blend and shade different grades of pencil to create realistic images.

To use proportion and perspective to draw life like self portraits using and understanding the importance of negative space.



Use tone, texture, pattern, value to create mood and feeling. Create mood and emotion in drawings through choice of tone, form and value.

Art – Skill – Drawing- Value

EYFS

- | | |
|--|---|
| <ul style="list-style-type: none">• To be able to draw by holding a variety of different drawing tools to use both gross and fine motor skills . | <ul style="list-style-type: none">• Children to use different tools to draw including, different sized pencils, crayons, pastels and chalks.• Drawing can be inspired from the imagination or from an observation. |
| <ul style="list-style-type: none">• To be able to select coloured drawing implements for different purposes. | <ul style="list-style-type: none">• Children to explore and experiment with coloured drawing tools such as; chalks, pastels, powder paint, selecting chosen colours for particular purposes. |
| <ul style="list-style-type: none">• To be able to use drawing tools to make marks, lines and curves. | <ul style="list-style-type: none">• Children to explore a variety of types of lines including; straight, wavy, dotted and zig zag.• Different lines to be drawn between parallel lines |
| <ul style="list-style-type: none">• To be able to draw accurate representations of people and objects. | <ul style="list-style-type: none">• Children to be given the opportunity to draw a variety of different mediums such as; self portraits, shapes, still life objects, drawings inspired by imagination and memory |
| <ul style="list-style-type: none">• To be able to reflect on their own and other's work to both acquire and apply knowledge too inform progress. | <ul style="list-style-type: none">• Children to evaluate both their own and other's work• Children to both recognise and describe key features of their own and other's work• Children to make decisions about improvements in their own work.• Children to explain to others what they are doing during the artwork process |

Art – Skill – Drawing- Value

Year 1 –

use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

- know how to use pencils to create lines of different thickness in drawings.
- The different gradients of pencils.



Year 2-

use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

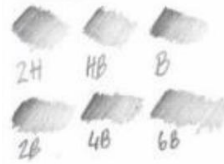
- choose and use three different grades of pencil when drawing
- The different gradients of pencils.



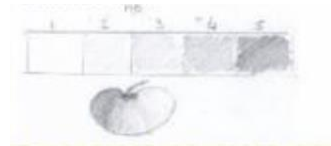
Year 3-

improve their mastery of art and design techniques, including drawing

- The different gradients of pencils.



- To know which pencils create which tone and value. To add dimension using tone and value to create and layer images to show depth.



Year 4

improve their mastery of art and design techniques, including drawing

- know how to use different grades of pencil to shade and to show different tones.



- Use shading to show light and shadow. Creating a sense of perspective and composition within still life.

Year 5

improve their mastery of art and design techniques, including drawing

Identify the correct tool to draw for purpose, including tone and value.

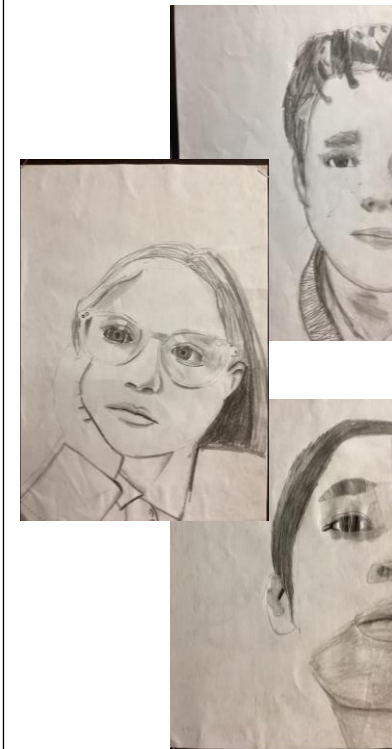


Use different grades of pencil/charcoal to create depth and texture within an image.

Year 6

improve their mastery of art and design techniques, including drawing

Purposeful selection of medium to show; tone, value, form, shape, texture and pattern.



Use blending tools to add detail and realism to an image.

Art – Skill – Drawing- Shape & Texture

Year 1 –

use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

- know how to use pencil to create shapes

Year 2-

use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

- know how to use pencil to create varied shapes of increasing complexity.



Year 3-

improve their mastery of art and design techniques, including drawing

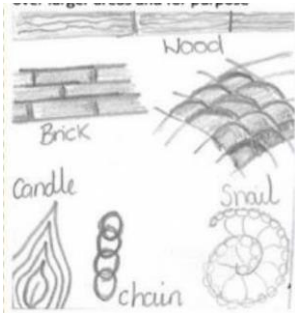
- know how to use pencil to create pattern, texture and contour.



Year 4

improve their mastery of art and design techniques, including drawing

- Use pattern and texture in finer detail over larger areas to build depth and complex elements into an image.



Year 5

improve their mastery of art and design techniques, including drawing

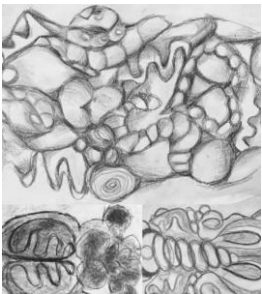
Identify the correct tool to draw for purpose, including tone and value. Creating images that show emphasis on the value and tone.



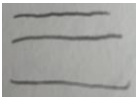
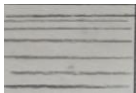
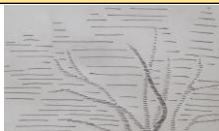




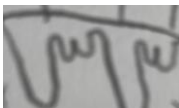

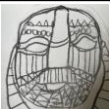

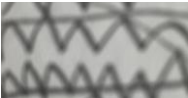
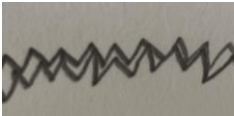




















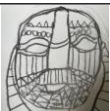








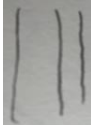

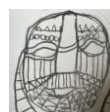
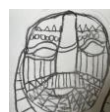



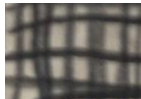




Year 6

improve their mastery of art and design techniques, including drawing

Purposeful selection of medium to show; tone, value, form, shape, texture and pattern.
Eg Year 6 will use tone to show depth



Line and Pattern	Year 1	Year 2	Year 3	Year 4	Year 5&6
Horizontal Lines – straight lines, parallel to the horizon that move from left to right. 					
Wavy – curved lines that bend and change direction gradually. 					
Zigzag - are a series of diagonal lines joined at the ends. 					
Scumbling – uses layers of small scribbled marks to build up layer and value. 					
Dash/dot – made up of short strokes with breaks in between. 					
Continuous – a line drawn without the pencil leaving the page. 					
Diagonal lines - are straight lines that slant in any direction except horizontal or vertical. 					
Vertical Lines are straight up and down lines that re moving in space without any slant and are perpendicular to horizontal. 					
Hatching – drawing of fine lines in close proximity to give the effect of shading. 					

Art – Skill – Using Materials including collage and sculpture and associated skills

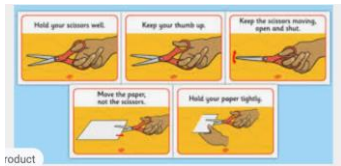
EYFS

<ul style="list-style-type: none">• Sculpture – explore malleable media.	<ul style="list-style-type: none">• to be able to explore a variety of different media including; clay, papier mache, salt dough, playdoh and sand.• to explore these materials by using different tools such as rollers and cutters,• to explore these materials by impressing and applying simple decorations, patterns and colours.
<ul style="list-style-type: none">• Cutting –	<ul style="list-style-type: none">• to cut a variety of different shapes of differing sizes both freehand and drawn.• to cut shapes using other modelling tools
<ul style="list-style-type: none">• Tearing	<ul style="list-style-type: none">• to tear paper and other similar material both freehand and tearing around a shape and/or line• to tear paper and other similar material to create a particular shape for a purpose
<ul style="list-style-type: none">• Joining materials	<ul style="list-style-type: none">• to use different joining tools to join a variety of materials together. Tools to include, Sellotape, masking tape, blue tac, glue, split pins, staples and so on
<ul style="list-style-type: none">• Colours and shape	<ul style="list-style-type: none">• to select appropriate shapes to build a collage that represents an object (e.g. a collage flower- appropriate shape and colour to represent petals and stalk)
<ul style="list-style-type: none">• Tools for a purpose and use	<ul style="list-style-type: none">• to use tools effectively and for the correct purpose to competently and appropriately. Such as; scissors, stapler, spatula and glue, split pins, shape cutters amongst others• to sustain concentration and control with experimenting with tools and materials

Year 1

Know how to cut, roll and coil materials to create a collage.

Cutting - Use scissors safely and correctly; hold your scissors well, keep your thumb up, keep the scissors moving open and shut, move the paper not the scissors, hold your paper tightly.



Know how to select the correct material to use when creating a weaved pattern.

Year 2

Know how to create a printed piece of art by pressing, rolling, rubbing and stamping

Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric. Traditional printmaking techniques include woodcut, etching, engraving, and lithography, while modern artists have expanded available techniques to include screen printing. Different processes include; pressing, rolling, rubbing and stamping.

Using cut pieces of foam the children will create their own simple printing block using 2d shapes.



Collage

To create a composition in the style of an artist using the following techniques:

- to cut a variety of different shapes and materials of differing sizes both freehand and drawn.
- to tear paper and other similar material both freehand
- to tear paper and other similar material to create a particular shape for a purpose

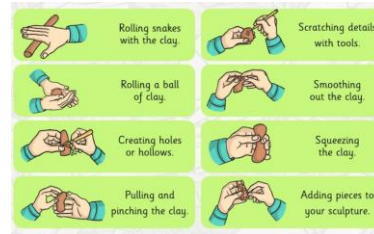


Clay Sculpture

to use a range of materials creatively to design and make products.
to use sculpture to develop and share ideas, experiences and imagination.
Use clay or other malleable materials and manipulate them into a desired design.

Using the malleable material to manipulate the material into the required shape.
Use paint to add detail.
Use tools to add further detail.

Clay techniques;



Know how to sculpt clay and other mouldable materials.

Vocab to provide guidance –

A slab is a flat pancake of clay made with hands and/or a rolling pin.
Coil is a long thin rope of clay made by rolling your hands- the aim being to try to make it an even thickness.

A kiln is a special oven that gets really hot to turn clay into ceramic
Score and slip. Joining wet clay is done by scoring or roughly scratching and adding liquid clay called slip. This seals the two pieces together.



Printing – make printing blocks by layering

Block printing is the process of printing patterns by means of engraved wooden blocks. It is the earliest, simplest and slowest of all methods of textile printing
Block printing can be done with wood, linoleum, rubber, and polystyrene amongst other materials.



Build up layers of colours when printing

Using a range of printing blocks to create a picture that has depth. It enables the user to use multiple colours and add a range of different designs in one piece.



Make printing blocks by carving.

Block printing is the process of printing patterns by means of engraved wooden blocks. It is the earliest, simplest and slowest of all methods of textile.

Children to create their own printing blocks using polystyrene and layered foam.

Year4

Make printing blocks by carving.

Block printing is the process of printing patterns by means of engraved wooden blocks. It is the earliest, simplest and slowest of all methods of textile.

Create their own embossed printing blocks to add detail to a painting. The children will think carefully about the parts of the image they want to see printed on their artwork.



Use frameworks (such as wire and moulds) to provide stability and form.

Sculpture is made out of every material imaginable. Sculpture can be made through an additive process (construction) or a through taking away (carving). Sculpture can be conceptual (about ideas). making sculpture is about working with materials and processes, in space, to communicate intention. Sculpture can be given a structural framework using wire or different types of mould.

Sculptures are to show life-like qualities and real life proportions.

Children to create theatre masks using Modroc that use structures including wire and card to build detail.

The children

Moulding Mod Roc into recognisable features

Use supports to add extra detail

Apply designs that link to the context of Greek gods.



Year 5

Use frameworks (such as wire and moulds) to provide stability and form.

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Sculptures are to show life-like qualities and real life proportions.

Children will use card and paper to create artistic sculptures of buildings focusing on the architecture of Zaha Hadid and sculpture art of Richard Sweeney.

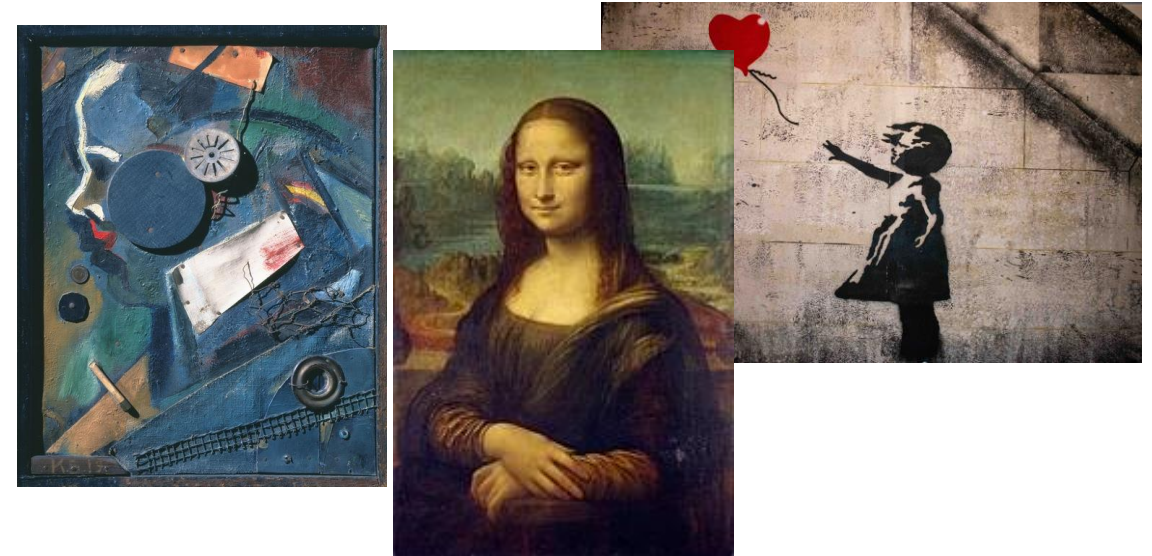


Year 6

Mixed Media

To know how to use a range of materials and techniques to incorporate all aspects of art taught at Wood Fold into one piece.

The children will use influences such as: Banksy, Monet, Da Vinci and Kurt Schwitters to build a reflection of themselves as individuals.



Art – Skill – Craft

Year 1

Weaving.

Weaving is the process of crossing one group of threads, the weft, with a second group of threads, the warp, to make cloth or a decorative artwork
Weaving can be done on paper, material amongst other forms.



Year 2

Collage

Batik is a process of using melted wax as a resist on fabric. The wax may be painted on a white or coloured fabric using a canting or brush or it may be stamped onto the fabric using a copper stamp dipped in melted wax. The fabric is then dyed, and the areas that have been waxed will not be penetrable by the dye. Glue can also be used as a replacement for wax.



Art – Skill – Craft

Year 3

Throughout their painting journey the children will build on their understanding of composition and collage skills to layer paper and card to create a plan for their painting.



Year 4

Create and combine shapes to create recognizable forms from nets or solid material

- Use modulable materials
- Add materials to provide interesting detail
- Create original pieces that are influenced by the studies of others

To know how to use pre cut mod roc.

They will dip pieces of mod roc into water and apply to their Greek theatre mask template.

To use smoothing techniques to blend shapes and contours.

They should be encouraged to carefully wrap around each section of their mask, ensuring edges are smooth.



Art – Skill – Craft

Year 5

Paper sculptures:

Use different thicknesses of card to create valley and mountain folds to form a shape.

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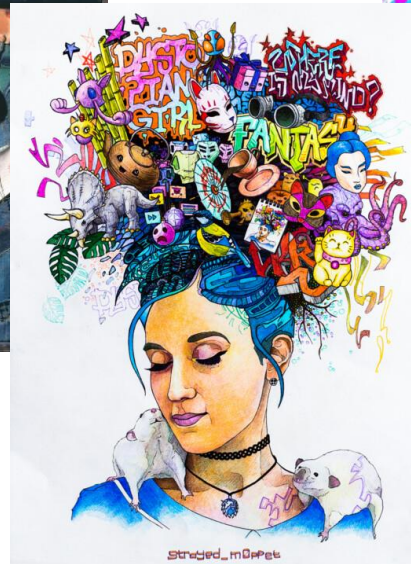


Year 6

Mixed Media

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Knowledge of Artists

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know that art is made by artists exhibiting care and skill and is valued for its qualities</p> <p>Begin to be aware of famous artists and the art associated with them</p> <p>Recognise key features of their own and others' work</p> <p>Use artists as inspiration for their creations</p>	<p>Describe what can be seen and give an opinion about the work of an artist</p> <p>Ask questions about a piece of art</p> <p>Suggest how artists have used colour, pattern and shape</p> <p>Create a piece of art in response to the work of another artist</p>	<p>Understand artists take inspiration from the world around them, collecting ideas</p> <p>Suggest how artists have used colour, pattern and shape</p> <p>Begin to find similarities and differences between different artists</p> <p>Express and opinion on the work of artists studied</p>	<p>Identify specific techniques used by different artists</p> <p>Experiment with specific styles used by artists</p> <p>Recognise that art from different historical periods may vary in style</p> <p>Reflect upon own artwork, discussing intention and aspects that were successful or that could be improved</p>	<p>Deconstruct and discuss artwork, considering pupils' responses to the artwork</p> <p>Begin to make comparisons between different artists painting the same subject matter and express opinions about their response to artists' work</p> <p>Discuss how different artists developed their specific techniques</p> <p>Explain some of the features of art from historical periods and compare works of art</p>	<p>Compare how artists used different techniques to capture the effects of light</p> <p>Make detailed observations about artists' work</p> <p>Make detailed observations between styles of art from different historical periods</p> <p>Evaluate own outcomes, considering how the inspiration for pupils' artwork and intent has been reflected in the finished piece, focusing on successes and areas for development</p>	<p>Gain a broad overview of the history of art and understand how styles of art have evolved over the course of history</p> <p>Be able to explain how an artist has used the elements of art and make detailed observations about their distinctive style</p> <p>Understand how artists convey messages through their art and analyse how achieved</p> <p>Share responses to artwork, appreciating similarities and differences and giving and receiving feedback</p>