

**Art:** These documents outline the skills that pupils should be able to demonstrate by the end of their two-year programme.

<b>Key Stage One</b> Pupils should be able to:	
<p><b>Develop ideas</b>                      This concept involves understanding how ideas develop through an artistic process.</p>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>
<p><b>Master techniques</b>                      This concept involves developing a skill set so that ideas may be communicated.</p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and textures.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul>

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	<p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>			
<p><b>Take inspiration from the greats</b> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studies to create pieces.</li> <li>• Key artists to look at through EYFS and Key Stage One: Kandinsky and Van Gogh (painting), Matisse and Jeannie Baker (collage), Andy Goldsworthy and Anthony Gormley (sculpture), Charles Tunncliffe and Keith Haring (drawing), Andy Warhol (printing), Hunter Stozol and Orla Kiely (textiles) and Stephen McMennamy, Nik Ainley (digital media)</li> </ul>			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%; background-color: #FFD700;">covered during the autumn term</td> <td style="width: 33%; background-color: #FFFF00;">covered during the spring term</td> <td style="width: 33%; background-color: #90EE90;">covered during the summer term</td> </tr> </table>		covered during the autumn term	covered during the spring term	covered during the summer term
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Children causing concern	Children excelling	Next steps for subject

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<p style="text-align: center;"><b>Lower Key Stage Two</b> Pupils should be able to:</p>	
<p><b>Develop ideas</b> This concept involves understanding how ideas develop through an artistic process.</p>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>
<p><b>Master techniques</b> This concept involves developing a skill set so that ideas may be communicated.</p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds and then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage,</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul> <p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>	
<p><b>Take inspiration from the greats</b> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> <li>• Key artists to look at through Year Three and Year Four: Seurat (painting), Picasso (collage), Aardman (sculpture), Lowry (drawing), William Morris (printing), Dawn Ireland (textiles) and Jason Naylor/ Aiste Stancikaite (digital media)</li> </ul>	
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Upper Key Stage Two Pupils should be able to:	
<p><b>Develop ideas</b> This concept involves understanding how ideas develop through an artistic process.</p>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>
<p><b>Master techniques</b> This concept involves developing a skill set so that ideas may be communicated.</p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to develop texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul> <p><b>Textiles</b></p>

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	<ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	
<p><b>Take inspiration from the greats</b> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> <li>• Key artists to look at through Year Five and Six: Banksy (painting), Matisse (collage), Clarice Cliff (sculpture), Roy Lichtenstein (drawing), Charles Rennie Macintosh (printing), Suzy Shackleton (textiles) and Hal Lasko/Sara Ludy (digital media).</li> </ul>	
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