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|  **Art** |
| **How do we make a difference?** |
| **How do we contribute to the creativity, culture, wealth and well-being of the nation through design technology?** |
|  | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Term 1** How can artists/ designers/musicians incorporate their identity into their work? How could we do the same?**Portraits**  | Do you see what I see?**Expressive art and design.****Creating with Materials** **Safely use and explore a variety of materials, tools and techniques.****Experimenting with colour and form.****Share their creations explaining the process they have used.*** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Mix colours.
* Work together and think creatively.
* Define colours and shapes.

Class photo of portraits. | How does what I draw show who I am?* Use different pencil pressures to create different effects.
* Use circles and lines to draw a self-portrait.
* Learn about the work of a range of artists.
* Analyse work and make improvements.

End of term- Rogues GalleryFrida Kahlo- history- polioLook at different portraits through time- Florence/ nobility etc. | How does what I draw tell a story?* Use drawing to develop and share ideas, experiences and imagination.
* Develop art and design techniques in using colour, pattern, texture, line, shape, form and space
* Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

End of term – Art Gallery | How can we communicate through our art? * Create sketch books to record observations and use them to review and revisit ideas.
* Improve mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, pastels, paints etc.]
* Learn about great artists in history to the modern day.

End of term – Art Gallery | How can we connect and relate to each other through what we draw and see? * Create sketch books to record observations and use them to review and revisit ideas.
* Improve mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, pastels, paints etc.]
* Learn about great artists in history to the modern day.

End of term – Art Gallery | How can we be inspired, explore relationships and develop conversations about what we see and draw?* Create sketch books to record observations and use them to review and revisit ideas.
* Improve mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, pastels, paints etc.]
* Learn about great artists in history to the modern day.

End of term – Art Gallery | How can art be inclusive, diverse and incorporate our identity?* Create sketch books to record observations and use them to review and revisit ideas.
* Improve mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, pastels, paints etc.]
* Learn about great artists in history to the modern day.

End of term – Art GalleryChuck Close  Uses the grid method. Look at different portraits through time – WW1 etc.  |
| **Why this?****Why now?** | Following Development Matters children explore colour and colour mixing. Children are encouraged to draw with increasing complexity and detail such as representing a face with a circle and including details. | Link with Science and understanding parts of the body. Start to use different pencil types and pressure to create dark and light area which will be built on further up the school when learning how to shade. To begin learning basic drawing skills of eye, nose and mouth shape.Focus Artist – Frida Kahlo Pencil Drawing | Build on skills learnt in Y1. Improve drawing skills by completing half of self-portrait (symmetry) for guidanceFocus Artist - Andy Wahol  | Build on skills already learnt. Refine drawing facial features and then learn how to add colour with paint.Focus artist – David HockneyDrawing and Painting | Continue to build on skills learnt in previous years but now begin to add more imagination and freedom to artwork learning that art can be abstract as well as realistic.Focus Artist – PicassoDrawing and Painting | Continue to build on skills learnt in previous years. Use a simple grid to draw a self-portrait with features in proportion. Use oil pastels to add colourFocus Artist - ModiglianiDrawing and oil pastels | Using skills built up throughout each year use the grid method to be able to draw self-portraits accurately. Use different mediums to create backgrounds and develop an individual style.Focus Artist – Chuck CloseDrawing and different media choice |
| **Term 3** How can we communicate the beauty of a changing landscape? How can we make a difference?**Landscapes**  | Can I show you around our world?**Expressive art and design.****Creating with Materials** **Safely use and explore a variety of materials, tools and techniques.****Experimenting with colour and form.****Share their creations explaining the process they have used.** * Notice features in the natural world.
* Define colours, shapes, texture and smells.
* Talk about what they see.

Visit galleries and museums to inspire about artists.Landscape workshop | What can I see and what story does it tell?* Use drawing and painting to develop and share their ideas, experiences and imagination
* Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* Learn about the work of a range of artists including a local artist.
* Describe the differences and similarities between different practices and disciplines and making links to their own work.

Landscape workshop | If you were there, what could you see, hear and touch?* Use drawing and painting to develop and share their ideas, experiences and imagination
* Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* Learn about the work of a range of artists including a local artist.
* Describe the differences and similarities between different practices and disciplines and making links to their own work.

Landscape workshop | What can you see about the world through the eyes of an artist?* Create sketch books to record their observations and use them to review and revisit ideas.
* Improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint,]
* Learn about great artists in history and today.
* Make links with local artists.

Landscape workshop | What can we learn about a place through art?* Create sketch books to record their observations and use them to review and revisit ideas.
* Improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint,]
* Learn about great artists, architects and designers in history and today.
* Make links with local artists.

Landscape workshop |  What view of a place do you see? How can we capture it in our art?* Create sketch books to record their observations and use them to review and revisit ideas.
* Improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint,]
* Learn about great artists, architects and designers in history and today.
* Make links with local artists.

Landscape workshop | Does the landscape we live in today shape our identity? Is this the same across history?* Create sketch books to record their observations and use them to review and revisit ideas.
* Improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint,]
* Learn about great artists, architects and designers in history and today.
* Make links with local artists.

Landscape workshop |
| **Why this?****Why now?** | Following Development Matters children continue to explore colour and colour mixing. They create closed shapes with continuous lines and begin to use these shapes to represent objects. | Looking at different landscapes begin to learn what a landscape is and how they can be rural or city/town. Link with English and Paddington and looking at London landscapes and comparing with rural in particular look at local artist and paintings of our surrounding area.Children to start learning basic colour mixing skills (primary colours and tonal scales) and these can be used in our artwork.Focus Artist – MonetPainting and colour mixing. | Moving on from Y1, Y2 will look at the landscape of the school. They will have a step-by-step learning session on drawing and painting a landscape.Children to recap on primary colour mixing and then move onto tertiary colours and how to add these in their artwork. | Children will look at examples of landscapes and then focus in specifically on local landscapes of fields and rivers.Recap on colour mixing techniques and then learn how to use watercolour paints to create a wash. Create a landscape image of a local river using skills learnt.Sketching, watercolour and painting. | Linking with Geography the children will look at Seascapes and a different to landscape to what has been taught previously.As well as colour mixing the children will learn different techniques to add texture to their work including stippling and cross hatching.Sketching, painting and adding texture. | Linking with the local area children will learn about landscapes and also look at the work of Impressionist Emily Carr.Having developed different skills to create landscapes in Y3 and 4 the children will start to look at how Impressionist Art involves creating art ‘How we see the world’ rather than depicting exact images of what we see.Children will create landscape images of the local area in the style of Emily Carr a Candian artist who focuses on trees. Sketching, drawing and painting using acrylic paints | Looking at the work of local artist Glynne James children will plan and develop their own landscape images of Spalding to show how the area has changed (link with History/Geography).Building on skills taught previously children are given choice about which art mediums they prefer to use in their work.Sketching, drawing and choice of mediums including coloured pencils. Wax crayons, oil pastels and chalk |
| **Term 5 and 6**Past, present, future – If everything is sculpture, why make sculpture? **Sculpture** | Do you wanna build a snowman?**Creating with Materials** **Experimenting with design, texture and function.****Safely use and explore a variety of materials, tools and techniques.****Share their creations explaining the process they have used.*** Use a range of materials to construct.
* Think about what they want to create.
* Talk about problems and how they might be solved.
* Develop joining techniques e.g., tape, glue.
 | * Use a range of materials creatively to design and make products
* Use sculpture to develop and share their ideas, experiences and imagination
* Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* Learn about the work of a range of artists, craft makers and designers, including a local people.
* Describe the differences and similarities between different practices and disciplines and making links to their own work.
 | * Use a range of materials creatively to design and make products
* Use sculpture to develop and share their ideas, experiences and imagination
* Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* Learn about the work of a range of artists, craft makers and designers, including a local people.
* Describe the differences and similarities between different practices and disciplines and making links to their own work.
 | * Create sketch books to record their observations and use them to review and revisit ideas.
* Improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint,]
* Learn about great artists, architects and designers in history and today.
* Make links with local people.
 | * Create sketch books to record their observations and use them to review and revisit ideas.
* Improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint,]
* Learn about great artists, architects and designers in history and today.
* Make links with local people.
 | * Create sketch books to record their observations and use them to review and revisit ideas.
* Improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint,]
* Learn about great artists, architects and designers in history and today.
* Make links with local people.
 | * Create sketch books to record their observations and use them to review and revisit ideas.
* Improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint,]
* Learn about great artists, architects and designers in history and today.
* Make links with local people.
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| **Why this?****Why now?** | Following Development Matters children explore materials freely, to develop their ideas about how to use them and what to make. They join different materials and explore different textures. | The beginnings of clay sculpting are investigated.? | Linking with English children will develop their clay skills to create Dragons Eyes.Different techniques will be developed to create the eyes including how to add small bits of clay using ‘slip’ which will then be painted for added effect.Clay sculpture – Dragon's eyes | Different sculptures will be looked at and some facts about different sculptures taught.In Y3 children will learn about paper sculptures and and develop their paper folding techniques.Paper sculpture | Linking with History Y4 children will look at Mayan coil pots.Children will look at different designs for inspiration. They will learn the technique of coiling clay and then using a variety of clay tools to add details.Clay sculpture | Linking with History and English Y5 children design and make cartouches. Building on skills developed in previous years the children use tools to carve their names in clay panels.Clay sculpture | Y6 children investigate more details ways of creating with clay to design and make their own clay sculptures.Clay sculpture |

**National curriculum in England**

**Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**Aims**

The national curriculum for history aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences

- become proficient in drawing, painting, sculpture and other art, craft and design techniques

- evaluate and analyse creative works using the language of art, craft and design

- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

**Key stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products

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

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Key stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- about great artists, architects and designers in history.

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| **The progression grid outlines the specific skills and knowledge which pupils are expected to learn in each phase, along with specific vocabulary to support this understanding.**  |
| **Develop Ideas** |
| **At EYFS:** * ELG: Creating with Materials
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
* Share their creations, explaining the process they have used
* Make use of props and materials when role playing characters in narratives and stories.
 | **At Key Stage 1:** * Respond to ideas and starting points
* Explore ideas and collect visual information.
* Explore different methods and materials as ideas develop
 | **At Lower Key Stage 2:** * Develop ideas from starting points throughout the curriculum
* Collect information, sketches and resources
* Adapt and refine ideas as they progress
* Explore ideas in a variety of ways
* Comment on artworks using visual language
 | **At Upper Key Stage 2:** * Develop and imaginatively extend ideas from starting points throughout the curriculum
* Collect information, sketches and resources and present ideas imaginatively in a sketch book
* Use the qualities of materials to enhance ideas
* Spot potential in unexpected results as work progresses
* Comment on artworks using visual language fluently
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| **Master Practical Skills** |
|  **At EYFS:** * Talk about the lives of people around them and their roles in society.
 | **At Key Stage 1:** * Use thick and thin brushes
* Mix primary colours to make secondary
* Add white to colours to make tints and black to colours to make tones
* Create colour wheels. Use a combination of materials that are cut, torn and glued
* Sort and arrange materials
* Mix materials to create texture
* Use a combination of shapes
* Include lines and texture
* Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving
* Draw lines of different sizes and thickness
* Colour neatly following the lines
* Show patterns and texture by adding dots and lines
* Show different tones by using coloured pencils Use repeating or overlapping shapes
* Mimic print from the environment
* Use objects to create prints
* Press, roll, rub and stamp to make prints
* Use weaving to create a pattern
* Join materials using glue and/or a stitch
* Use plaiting
* Use dip dye techniques
* Use a wide range of tools to create different textures, lines, tones, colours and shapes
 | **At Lower Key Stage 2:** * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
* Mix colours effectively Use watercolour paint to produce washes for backgrounds then add detail
* Experiment with creating mood with colour
* Select and arrange materials for a striking effect
* Ensure work is precise
* Use coiling, overlapping, tessellation, mosaic, montage
* Create and combine shapes to create recognisable forms
* Include texture to convey feelings, expression, movement
* Use clay and other mouldable materials
* Add materials to provide interesting detail
* Use different pencil hardness to show line, tone, texture
* Annotate sketches to explain and elaborate ideas
* Sketch lightly (no ned to use a rubber to correct mistakes)
* Use shading to show light and shadow
* Use hatching and cross hatching to show tone and texture
* Use layers of two or more colours
* Replicate patterns seen in natural and built environments
* Make printing blocks
* Make precise repeating patterns
* Shape and stitch materials
* Use basic cross stitch ad back stitch
* Colour fabric
* Create weavings
* Quilt, pad and gather fabric
* Create images, video and sound recordings and explain why they were created
 | **At Upper Key Stage 2:*** Sketch before painting to combine line and colour
* Create a colour palette based upon colours observed in the natural or built world
* Use the qualities of watercolour and acrylic paints to create visually interesting pieces
* Combine colours, tones and tints to enhance mood
* Use brush techniques and paint to create texture
* Develop personal style of painting, drawing on ideas
* Mix textures (rough and smooth, plain and patterned)
* Combine visual and tactile qualities
* Use ceramic mosaic materials and techniques
* Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations
* Use tools to carve and add shapes, texture and pattern
* Combine visual and tactile qualities
* Use frameworks to provide stability and form
* Use a variety of techniques to add interesting effects
* Use a choice of techniques to depict movement, perspective, shadows and reflection
* Choose a style of drawing suitable for the work
* Use lines to represent movement
* Build up layers of colours
* Create an accurate pattern, showing fine detail
* Use range of visual elements to reflect purpose of work
* Show precision in techniques
* Choose from a range of stitching techniques
* Continue previously learned techniques to create pieces
* Enhance digital media by editing
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| **Take Inspiration from the Greats** |
| **At EYFS:** * know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
 | **At Key Stage 1:** * Describe the work of notable artists, artisans and designers
* Use some of the ideas of artists studied to create pieces
 | **At Lower Key Stage 2:** * Replicate some of the techniques used by notable artists, artisans and designers
* Create original pieces that are influenced by studies of others
 | **At Upper Key Stage 2:** * Give details about the style of some notable artists, artisans and designers
* Show how the work of those studied was influential in both society and other artists
* Create original pieces to show range of influences/styles
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| Vocabulary  | **Similarity, Foreground, Background** | **Creative, Adaptation, Sources, Variation, Complement, Contrast** | **Atmosphere, Representation, Engaging, Media, Distance, Symbolic, Subtle, Complex** |

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| **Art – Milestone 1 (KS1)** |
| **Learning Objective** | **Success Criteria**  | **Basic (Y1)**  | **Advancing (Y1/2)** | **Deep (Y2)** |
| **To develop ideas** | **Respond to ideas and starting point.** | With the support of a teacher suggested ideas are followed. | Generally, ideas are developed ad developed from familiar starting points. | Ideas are quickly developed and explained. |
| **Explore ideas and collect visual information.** | Following suggestions, visual information is collected. | Some ideas are presented and some visual information to develop the ideas is collected. | Ideas are explored with enthusiasm and visual information is gathered and explained. |
| **Explore different methods and materials as ideas develop.** | Different methods are used when suggested by a teacher. | There is some exploration of different methods as ideas develop. | A number oof different methods are adopted as ideas develop and reasons are given for choices. |
| **To master techniques - Drawing** | **Draw lines of different sizes and thicknesses** | With some encouragement, there is experimentation in altering the thickness of lines. | A number of techniques are used to alter the thickness of lines when appropriate to do so. | A wide variety of techniques using a number of different implements shows a good understanding of line. |
| **Show patterns and texture.** | With structured activities and the support of a teacher, patterns and texture are explored. | Generally, dots and lines are used to show texture or patterns. | Good effects are created by using a mixture of dots, lines and shading. |
| **Show different tones.** | There is some experimentation with creating tones. | Tones are generally successfully created in a number of ways. | A number of successful techniques for creating tones are used. |
| **To master techniques - painting** | **Use thick and thin brushes.** | Some control is developing when using different sized brushes. | Generally, some effective results are achieved by altering the size of the brush used. | Good control and careful choices of brush size produce striking effects. |
| **Mix primary colours to make secondary.** | With the support of a teacher, there is an awareness of how primary colours may be mixed to create secondar colours. | The terms primary and secondary colours are understood and there is some effective mixing of colours. | Primary and secondary colours are very effectively mixed in a range of situations. Reasons for choices are explained and justified. |
| **Add white to colours to make tints and back to colours to make tones.** | With the support of a teacher, tints and tones are created for specific purposes. | The terms tint and tone are understood and there is some effective experimentation in creating them. | Tints and tones are used in a number of different contexts and explanations provided as to how they were created. |
| **To master techniques- collage** | **Use a combination of materials that are cut, torn and glued.** | With suggestion from a teacher, a range of materials are combined. | There is generally some experimentation with combining different materials | Thoughtful combinations of materials are created. |
| **Sort and arrange materials.** | With suggested groupings, materials are sorted. | Materials are sorted and arranged effectively. | Some interesting criteria for sorting and arranging materials are used and explained. |
| **Mix materials to create texture.** | From a small range, materials are mixed to create texture. | Some interesting mixtures of materials are used to create texture. | The properties of materials are used to choose materials and explain the textures they create. |
| **To master techniques - sculpture** | **Use a combination of shapes.** | With encouragement, a number of shapes are combined. | Shapes are combined in a number of interesting ways. | A range of interesting and sometimes unusual shape combinations are made and explained. |
| **Include lines and textures.** | When supported, lines and texture are added for effect. | There are some good attempts at creating lines and texture. | Carefully chosen lines and textures are added for specific effects. |
| **To master techniques - print** | **Use objects to create prints.** | With suggestions from a teacher, a number of objects are used to create prints. | Objects are generally chosen, shaped or fashioned in order to make prints. | Materials are carefully selected to create shaped objects for printing. |
| **Press, roll, rub and stamp to make prints.** | There is an awareness that different techniques may be used to make prints. | Generally, experimentation with different forms of printing leads to some effective prints. | Ideas are suggested and reasons given for choosing different methods of printing. A wide range of effective prints are created. |
| **To master techniques - textiles** | **Create patterns.** | During structured activities, patterns are created with weaving and plaiting. | Generally, experimentation with weaving and plaiting produces some effective patterns. | Interesting patterns are created through thoughtful experimentation with weaving and plaiting. |
| **Join materials.** | With the help of a teacher, gluing and stitching are experienced. | Generally, gluing effectively joins textiles and there is some experimentation with stitching. | Methods of joining materials are carefully chosen according to the properties of the materials being joined. |
| **To master techniques – Digital media** | **Use a wide range of tools to create different textures, lines, tools, colours and shapes.** | Through some effective experimentation with familiar tools, interesting pieces are created. | Thorough experimentation of new and familiar tools produces interesting effects and pieces. | New tools and techniques are sought out to explore and create striking effects and pieces. |
| **To take inspiration from the greats (classic and modern)** | **Describe the work of notable artists, artisans and designers.** | When supported by a teacher, some notable artists are named and their work described. | A number of notable artists can be named and their work described and explained. | A number of notable artists and their distinctive qualities are known and explained. |
| **Use some of the ideas of artists studied to create pieces.** | Attempts are made to mimic the work of notable artists, | Some of the techniques used by notable artists are used to experiment with effects. | The techniques of notable artists are evident in a wide range of work and their use is justified and explained. |

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| **Art – Milestone 2 (LKS2)** |
| **Learning Objective** | **Success Criteria**  | **Basic (Y3)** | **Advancing (Y3/4)** | **Deep (Y4)** |
| **To develop ideas.** | **Develop ideas from starting points throughout the curriculum.** | With support from a teacher, ideas from the curriculum are developed so that they lead to artworks | Generally, a number of ideas are generated from a variety of starting points. | Thoughtful and reasoned ideas are developed effectively. |
| **Collect information, sketches and resources.** | When prompted, resources are collected to develop an idea. | Generally, a good mix of sketches and other resources are collected to develop an idea. | Well-chosen and appropriate information, sketches and other resources are collected and well presented to develop an idea. |
| **Adapt and refine ideas as they progress** | With encouragement and ideas are tried and sometimes refined. | Ideas are generally adapted and refined throughout the process of creating a piece. | Ideas are effectively adapted and refined, and reasons for the changes explained throughout the process of creating a piece. |
| **Comment on art works using visual language** | There is some awareness of visual language. | Visual language is generally used correctly. | Visual language is used affectively to comment on artworks. |
| **To master techniques - drawing** | **Use different hardness of pencils to show line, tone and texture.** | With support from a teacher, there is some experimentation with different hardness of pencils to create effects. | Generally, different lines, tones and textures are created effectively by selecting different hardness of pencils. | Pencils are carefully selected for the effect they will create. Choices are explained. |
| **Sketch lightly.** | When guided, some control of a pencil is shown when sketching. | There is growing control of pencils when sketching. | Light sketches show good pencil control and an understanding of the process of sketching. |
| **Annotate sketches to explain and elaborate ideas.** | With the support of a teacher, ideas are explained. | When reminded, sketches are annotated to explain ideas. | Ideas are explained through the use of carefully placed annotations. |
| **Use shading to show light and shadow.** | With the support of a teacher, shading is beginning to be used to show light and shadow. | Shading effectively shows areas of light and shadow. | The direction of light and the shape of objects are used to decide where to shade to show light and shadow. |
| **Use hatching and cross-hatching to show tone and texture.** | During supported activities hatching and cross hatching are used. | Generally, texture is created effectively by using hatching and cross hatching. | Hatching and cross-hatching are chosen carefully when deciding how to depict texture. |
| **To master techniques - painting** | **Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and line.** | There is some experimentation with brush techniques. | Brush techniques are explored to create different effects. | Brush size and techniques are carefully selected for a chosen effect. |
| **Mix colours effectively.** | With support, colour mixing is effective. | Colours are generally mixed effectively in a number of different situations. | Palettes of colour are created through effective choices and carefully combinations of colours. |
| **Use watercolour paint to produce washes for backgrounds then add detail.** | During structured activities, backgrounds are created first and detail later. | Generally, backgrounds are created first before adding details. | Effective backgrounds are created using a number of techniques. |
| **Experiment with creating mood with colour.** | There is an awareness that mood may be created with colour. | Generally, moods are created by altering the colour palette used. | Colour is effectively used to create mood and reasons for colour choices are explained. |

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| **To master techniques - collage** | **Select and arrange materials for a striking effect.** | Some experimentation with the arrangement of materials produces interesting results. | Generally, a range of materials is selected and arranged for a particular effect. | Well-chosen and arranged materials produce a striking effect. |
| **Ensure work is precise.** | Work shows some precision. | Work shows growing precisions. | Work is consistently precise. |
| **To master techniques - sculpture** | **Create and combine shapes to create recognisable forms.** | With guidance, shapes are combined to create recognisable forms. | Generally, shapes are effectively combined to create specific forms. | Shapes are carefully selected and arranged to create specific forms. |
| **Include texture that conveys feelings, expression or movement.** | There is some attempt to add detail. | Some effective details proved interesting effects. | Well- chosen textures and details convey specific effects. |
| **To master techniques - print** | **Use layers of two or more colours.** | There is some experimentation with print layers. | Generally, interesting effects are achieved by using layers and different colours. | Layers and a mixture of colours are used to produce some striking prints. |
| **Make printing blocks** | With support, print blacks are constructed. | When reminded, a number of techniques for making print blocks are used. | A wide variety of techniques are used to make interesting and eye-catching print blocks. |
| **Make precise repeating patterns** | With support, repeating patterns are made. | Generally repeating patterns are made. | A high level of precisions and care are used to create precise repeating patterns. |
| **To master techniques - textiles** | **Shape and stitch materials** | With supplied templates, and support from a teacher, textiles are shaped and then stitched. | Generally, templates are created, and textiles shaped effectively. There is some independent stitching. | A good understanding of tools and materials is used to accurately shape textiles, Stitching is generally accurate. |
| **Use basic cross stitch and back stitch.** | With support from a teacher, back and cross stitch are used. | There is a growing level of accomplishment in the use of basic back and cross-stitch. | Effective pieces of artwork are produced that show the careful use of back ad cross stitch. |
| **Colour fabric** | There is some participation in dyeing fabric. | There is some experimentation with dyeing fabric. | There is a growing understanding that the type of fabric affects the result when dyeing. |
| **To master techniques – digital media** | **Create images, video and sounds recordings and explain why they were created.** | With support, images, video and sounds are combined. | There is some experimentation with and explanations of mixing digital media, along with clear explanations of why they were created. | There are some very effective examples of mixing of digital media, along with clear explanations of why they were created. |
| **To take inspiration from the greats (classic and modern)** | **Replicate some of the techniques used by notable artists, artisans and designers.** | Attempts are made to replicate the techniques of notable artists. | Some techniques of notable artists are replicated with growing accomplishment. | Some techniques of notable artists are very effectively replicated. |
| **Create original pieces that are influenced by studies of others.** | There is some evidence of pieces influenced by the work of notable artists. | A number of ideas are developed that show a clear influence by the work of notable artists. | Techniques of notable artists are chosen and combined to create very effective pieces. |

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| **Art – Milestone 3 (UKS2)** |
| **Learning Objective** | **Success Criteria**  | **Basic (Y5)** | **Advancing (Y5/Y6)** | **Deep (Y6)** |
| **To develop ideas** | Develop and imaginatively extend ideas from starting points throughout the curriculum. | Ideas are developed from a range of curriculum areas and developed with some imagination. | Imaginative ideas are generally developed well from a range of starting points. | Highly imaginative ideas, which can be fully explained and reasoned, are developed from a wide range of starting points. |
| Collect information, sketches and resources and present ideas imaginatively in a sketch book. | A developing sketch book shows a good range of ideas that, with support, are presented with some imagination. | Sketch books show a good range of imaginatively presented ideas. | Sketch books are used to demonstrate a broad range of highly imaginative ideas presented in an interesting and imaginative way. |
| Use the qualities of materials to enhance ideas. | Some of the qualities of materials are understood and used well to enhance ideas. | The qualities of frequently used materials are put to good use to enhance ideas. | Bold experimentation and exploration of the qualities of materials enhance ideas extremely well. |
| Spot the potentials in unexpected results as work progresses. | With encouragement, unexpected results are seen as possibilities. | Unexpected results are often seen as an opportunity to develop an artwork in a new direction. | Some very imaginative and striking effects are achieved through embracing the opportunities presented from unexpected results as a work progresses. |
| Comment on artworks with a fluent grasp of visual language. | A basic understanding of visual language leads to pertinent comments on artworks. | Visual language is used well to comment on and give opinions of artworks. | An excellent grasp of visual language is used to make well-judged comments on and opinions of artworks. |
| **To master techniques – drawing.** | Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight) | With encouragement, a variety of techniques are used to create interesting effects. | Generally, appropriate techniques are used to achieve a variety of interesting effects. | Well-chosen combinations of techniques are used to achieve some striking and interesting effects. |
| Use a choice of techniques to depict movement, perspective, shadows and reflection. | With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection. | Appropriate techniques are generally chosen to achieve some good depictions of movement, perspective, shadows and reflections. | Well- chosen techniques depict movement, perspective, shadows and reflection very well. |
| Choose a style of drawing suitable for the work (eg realistic or impressionistic) | Some choices are made in selecting and appropriate style for an artwork. | Generally appropriate styles are selected to produce artworks | A good understanding of artistic styles is described in explaining style choices. |
| **To master techniques – painting.** | Sketch (lightly) before painting to combine light and colour. | When reminded, light sketches are used first before painting. | Light sketching forms the basis of paintings that show a good combination of line and colour. | An excellent combination of line and colour is achieved by producing accurate and light sketches before painting. |
| Create a colour palette based upon colours observed in the natural or built world. | With some reminders of colour mixing knowledge, appropriate colour palettes are created. | Colour palettes are created using a good understanding of colour mixing. | Realistic colour palettes are created through close observation and an excellent knowledge of colour mixing. |
| Use the qualities of watercolour and acrylic paints to create visually interesting pieces | The qualities of paints are sometimes used to create interest. | Experimentation with the qualities of paints is used to create visual interest. | The qualities of paints are understood well and used to create some excellent points of visual interest. |
| Combine colours, tones and tints to enhance the mood of a piece. | The mood of the painting is sometimes apparent. | A good understanding of how to achieve various effects is used to create mood. | A thorough understanding of how to achieve effects leads the viewer of a painting to readily understand the mood of a painting. |
| Use brush techniques and the qualities of paint to create texture. | There is some experimentation in creating texture. | A good combination of brush choice and the qualities of paints is used to create interesting textures. | A wide variety of brush techniques and a thorough understanding of the qualities of paints is used to create striking textures. |
| Develop a personal style of painting, drawing upon ideas from other artists. | A personal style is beginning to develop. | A growing range of work demonstrates a personal style. | A definite personal style is developing across many pieces of work. |
| **To master techniques - collage** | Mix textures (rough and smooth, plain and pattered) | With support and encouragement a variety of textures is used. | Generally a good range of textures is used to create interesting effects. | A very well-chosen mix of textures is chosen and arranged to create striking effects/ |
| **To master techniques - sculpture** | Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations | Some interesting effects that create discussion points are achieved in sculpture. | Many interesting qualities that provoke a number of interpretations are included in sculpture. | Accuracy and detail proved many interesting qualities that provoke interesting discussions. |
| Use tools to carve and add shapes, texture and pattern. | Tools are used with some accomplishment. | Appropriate tools are used and controlled well to create effects. | A very well-chosen mix of textures is chosen and arranged to create striking effects. |
| **To master techniques - print** | Build up layers of colours. | Layers of colour are beginning to be used to good effect. | There are some good examples of overlapping colours to create interesting effects. | An impressive understanding of the qualities of inks and paint is used to alter the opacity of layers, which creates some very striking effects. |
| Create an accurate pattern, showing fine detail. | Some accurate patterns are achieved when creating simple prints. | Accurate patterns are achieved with more complex print designs. | Highly accurate and precise patterns are produced in a range of simple and complex print designs. |
| Use a range of visual elements to reflect the purpose of the work. | The purpose of work is beginning to be apparent to the viewer. | Generally, choices in techniques reflect well the purpose of a work, which can be explained. | Well-chosen techniques and detailed explanations reflect very well the purpose of work. |
| **To master techniques - textiles** | Show precisions in techniques. | Techniques show some precision. | Techniques are generally precise. | Techniques are precise and show a high level of control. |
| Combine previously learned techniques to create pieces. | With encouragement, techniques are combined. | Generally, techniques are combined to good effect. | Well-chosen techniques are combined to create striking pieces. |
| **To master techniques – digital media.** | Enhance digital media by editing (including sound, video, animation, still images and installations) | There is some enthusiastic experimentation with techniques. | A good range of techniques is generally used. | Bold experimentation and well- chosen techniques are used to create striking effects. |
| **To take inspiration from the greats (classic and modern)** | Give details (including own sketches) about the style of some notable artists, artisans and designers. | There is a growing awareness of the style of notable artists across the centuries. | A good awareness of a range of artists is described and explained. | The work of notable artists across the centuries is understood well and described with excellent detail. |
| Show how the work of those studied was influential in both society and to other artists. | There is some awareness of the context in which artworks are produced. | There is a growing understanding of art movements, cultural, religious and social contexts. | There is an in-depth understanding that artworks may be viewed within the context in which they were created. |
| Create original pieces that show a range of influences and styles. | Some good examples of original works that mimic some styles of others are developing. | Many good examples of original works that are clearly influenced by styles or movements are developing. | Highly original works that lend elements of a variety of styles and movements are developing. |