

Lapford Primary School- Art Overview

	<u>Drawing</u>	<u>Painting, Collage and Printing</u>	<u>Sculpture and Textiles</u>	<u>Digital</u>	<u>Evaluating art</u>
<b>Year 1 and Year 2</b>	<ul style="list-style-type: none"> <li>- Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</li> <li>-Explore mark making to start to build mark-making vocabulary e.g. drawing animals and flowers.</li> <li>- Be able to draw different kinds of line and different shapes.</li> </ul> <p>Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.</p> <ul style="list-style-type: none"> <li>- Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</li> <li>-Explore mark making to start to build mark-making vocabulary e.g. drawing animals and flowers.</li> <li>- Be able to draw different kinds of line and different shapes.</li> </ul> <p>Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.</p>	<ul style="list-style-type: none"> <li>- Recognise primary colours and use an experiential approach to colour mixing to discover secondary colours</li> <li>- Benefit from experiences learnt through drawing and apply these to painting and collage</li> <li>- Discover the interplay between materials eg wax and watercolour</li> <li>- Start to understand how to hold a brush correctly or apply glue to create a collage effect</li> <li>- Explore simple print making (line, texture, pattern and shape) for example, using rollers, plasticine, found objects or quick print foam. Use found objects to create textures and understand the concept of positive and negative. Use a print to make a repeat pattern.</li> <li>- Recognise primary colours and use an experiential approach to colour mixing to discover secondary colours</li> <li>- Benefit from experiences learnt through drawing and apply these to painting and collage</li> <li>- Discover the interplay between materials eg wax and watercolour</li> <li>- Start to understand how to hold a brush correctly or apply glue to create a collage effect</li> <li>- Explore simple print making</li> </ul>	<ul style="list-style-type: none"> <li>- Explore, discover and invent ways for 2D to be transformed into 3D (sculptures and textiles)</li> <li>- Explore modelling materials, such as plasticine or clay, in an open-ended manner to discover what they do (this may be through play opportunities rather than specific art learning).</li> <li>- Recognise different textures</li> <li>Use basic tools to deconstruct eg scissors and construct eg glue sticks</li> <li>- Explore, discover and invent ways for 2D to be transformed into 3D (sculptures and textiles)</li> <li>- Explore modelling materials, such as plasticine or clay, in an open-ended manner to discover what they do (this may be through play opportunities rather than specific art learning).</li> <li>- Recognise different textures</li> <li>Use basic tools to deconstruct eg scissors and construct eg glue sticks</li> </ul>	<ul style="list-style-type: none"> <li>- Use a simple digital 'painting' programme as part of the process of engaging with a topic</li> <li>Use digital media to make records of work created with support</li> <li>- Use a simple digital 'painting' programme as part of the process of engaging with a topic</li> <li>Use digital media to make records of work created with support</li> </ul>	<p>As a class:</p> <ul style="list-style-type: none"> <li>- Enjoy listening to other people's views about artwork made by others.</li> <li>- Feel able to express and share an opinion about the artwork.</li> </ul> <p>As a small group:</p> <p>Share work with others and listen to what they think about what you have made.</p> <p>One-to-one:</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>

Lapford Primary School- Art Overview

		(line, texture, pattern and shape) for example, using rollers, plasticine, found objects or quick print foam. Use found objects to create textures and understand the concept of positive and negative. Use a print to make a repeat pattern.			
	<b><u>Drawing</u></b>	<b><u>Painting, Collage and Printing</u></b>	<b><u>Sculpture and Textiles</u></b>	<b><u>Digital</u></b>	<b><u>Evaluating art</u></b>
<b>Year 3, Year 4 and Year 5</b>	<ul style="list-style-type: none"> <li>- Practice observational drawing of the figure/landscape, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching using a range of drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</li> <li>- Use observational drawing as a starting point, fed by imagination, design typography etc, to create a final piece.</li> <li>Be able to create different kinds of line, draw different shapes, use simple tone and shading and create texture.</li> <li>- Make effective observational drawings of the figure/landscape/ objects, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching using a range of</li> </ul>	<ul style="list-style-type: none"> <li>- Apply and build upon colour-mixing and mark making skills, thinking about how certain colour ranges and combinations affect the outcome (mood, purpose)</li> <li>- Explore painting on new surfaces, using colour as decoration eg canopic jars</li> <li>- Apply paint, using a brush effectively; choosing an appropriate sized brush for the purpose</li> <li>- Start to understand that different paints are suitable for different purposes/effects</li> <li>- Further develop printing techniques showing more skill with transferring drawn patterns/images onto print media. Experiment with printing is layers.</li> <li>- To mix primary colours to achieve both secondary and tertiary colours and understand</li> </ul>	<ul style="list-style-type: none"> <li>- Effectively translate 2D designs into 3D forms thinking about shape and space</li> <li>- Explore a simple clay technique such as slabbing and decorating with patterns based on drawing (clay cartouches and canopic jars)</li> <li>- Use clay tools to join pieces and create patterns/texture</li> <li>Understand the importance of texture, form, space and shape of significance to 3D art</li> <li>- Adapt 2D designs, as necessary, in creating 3D pieces, realising the significance of shape, form, texture and line</li> <li>- Effectively combine materials in mixed media projects eg mosaic</li> <li>Use tools to join pieces safely and with understanding</li> <li>- Understand how 2D ideas translate into different media eg textile forms, clay</li> <li>- Layer textiles, utilising appropriate colours and textures, to create a final piece</li> <li>- Join and embellish textiles</li> </ul>	<ul style="list-style-type: none"> <li>- Start to use digital media to generate designs for prints and to create a repeat pattern</li> <li>- Use the internet to research artists, designers and craftspeople</li> <li>Manipulate images digitally eg using photographic effects to make pictures of animals look like they are in the style of the Impressionists</li> <li>- Use digital media to generate designs for patterns and to create an effective repeat pattern</li> <li>- Use digital media to research artists, designers and craftspeople</li> <li>Use cameras to collect information for sketchbooks</li> <li>- Independently use digital media to research artists, designers and craftspeople</li> <li>- Use cameras to collect information for sketchbooks</li> <li>Use digital media to evaluate a range of available products eg Talking Textiles</li> </ul>	<p>As a class:</p> <ul style="list-style-type: none"> <li>- Enjoy listening to other people's views about artwork made by others.</li> <li>- Feel able to express and share an opinion about the artwork.</li> <li>- Think about why the work of art was made as well as how.</li> </ul> <p>As a small group:</p> <ul style="list-style-type: none"> <li>- Share work with others in and listen to what they think about what you have made.</li> <li>- Make suggestions about other people's work, using things you have seen or experienced yourself.</li> <li>- Take photos of work made so that a record can be kept, to be added to sketchbooks/digital folder to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital</li> </ul>

## Lapford Primary School- Art Overview

	<p>drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</p> <ul style="list-style-type: none"> <li>- Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests and affinity.</li> <li>- To incorporate drawing with other media effectively eg combining wax and watercolours to depict a mythical beast.</li> <li>- Be able to create different kinds of line, draw different shapes, use simple tone and shade, create texture and understand proportion.</li> <li>- Make realistic observational drawings of the figure/landscape/ objects, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching using a range of drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</li> <li>- Use increasing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests and affinity.</li> <li>- Start to understand the</li> </ul>	<p>how tones can be created in paint</p> <ul style="list-style-type: none"> <li>- Understand the impact that colour ranges and combinations can have on mood</li> <li>- Combine art forms in mixed media projects eg Marvellous mosaics, Powerful Patterns</li> <li>- Apply paint to the surface with increasing skill, knowing the appropriate sized brush to use</li> <li>- Select appropriate paints for the intended outcome</li> </ul> <p>Apply drawing techniques effectively to a print making process</p> <ul style="list-style-type: none"> <li>- To incorporate drawing with other media effectively eg combining wax and watercolours to depict a mythical beast.</li> <li>- Be able to create different kinds of line, draw different shapes, use simple tone and shade, create texture and understand proportion.</li> <li>- Understand colour theory and consider the use of colour to achieve a desired outcome</li> <li>- Use paint to explore the relationship between line, form and colour – utilising shading to create a 3D effect, creating texture with paint, representing shapes realistically in paint</li> <li>- Apply paint to the surface with skill, knowing the appropriate type/size of brush to use</li> </ul> <p>Understand that different types of paint, applied to surfaces in different ways, can create particular effects and artistic styles</p>	<p>using a range of stitches and techniques</p> <ul style="list-style-type: none"> <li>- Develop understanding of clay techniques to incorporate making pots by coiling and possibly smoothing the surface</li> </ul> <p>Use clay tools effectively and know how to join pieces by using slip</p>		<p>media. One to one:</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p> <p>As a class:</p> <ul style="list-style-type: none"> <li>- Enjoy listening to other people's views about artwork made by others.</li> <li>- Feel able to express and share an opinion about the artwork.</li> <li>- Think about why the work was made, as well as how.</li> </ul> <p>As a small group:</p> <ul style="list-style-type: none"> <li>- Share work with others and listen to what they think about what you have made.</li> <li>- Make suggestions about other people's work, using things you have seen or experienced yourself.</li> </ul> <p>Take photos of work made so that a record can be kept, to be added to a sketchbook/digital folder to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. One to one:</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>As a class:</p> <ul style="list-style-type: none"> <li>- Feel able to express and share an opinion about the artwork.</li> </ul>
--	---	---	---	--	---

## Lapford Primary School- Art Overview

	<p>relationship between line (drawing), colour (tone) and form (shading) with regards drawing. Use control to create different kinds of line, draw different shapes accurately, use tone and shade, create a range of textures and understand proportion/distance.</p>				<ul style="list-style-type: none"> <li>- Discuss why the work was made, as well as how.</li> <li>- Share your response to the artwork.</li> <li>- Ask questions about process, technique, idea or outcome.</li> </ul> <p>As a small group:</p> <ul style="list-style-type: none"> <li>- Share work with others and listen to what they think about what you have made.</li> <li>- Make suggestions about other people's work, using things you have seen or experienced yourself.</li> <li>- Take photos of work made so that a record can be kept, to be added to a sketchbook/digital folder to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media</li> <li>- Present work in retrospect, i.e. to class, assembly or parents.</li> </ul> <p>One to one:</p> <ul style="list-style-type: none"> <li>- Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</li> <li>- Share how other artists/artwork inspired you and how your work fits into larger context.</li> </ul>
--	--	--	--	--	--

## Lapford Primary School- Art Overview

	<u>Drawing</u>	<u>Painting, Collage and Printing</u>	<u>Sculpture and Textiles</u>	<u>Digital</u>	<u>Evaluating art</u>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>- Make realistic observational drawings that express an individual style using a range of drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</li> <li>- Use technical skill and knowledge of different drawing materials, combined with confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following own interests and affinity.</li> <li>- Demonstrate strong understanding of the relationship between line (drawing), colour (tone) and form (shading) with regards drawing.</li> <li>- Effectively use control to create different kinds of line, draw different shapes accurately, use tone and shade, create a range of textures and understand proportion/distance. Understand that different drawing styles might be adopted depending on the desired outcome.</li> </ul>	<ul style="list-style-type: none"> <li>- Have a strong understanding of colour theory and use this effectively to create a desired outcome</li> <li>- Apply paint to the surface with skill, knowing the appropriate type/size of brush to use</li> <li>- Effectively utilise understanding that different paints, applied to surfaces in various ways, can be used to achieve a desired effect</li> <li>Use print making or collage effectively, to create a desired outcome, understanding why this method is the most effective form of communication</li> </ul>	<ul style="list-style-type: none"> <li>- Utilise understanding of how 2D ideas translate into different media to ensure the desired effect is achieved</li> <li>- Construct with a variety of different materials, understanding how to bring different media together both technically and visually</li> <li>- Think about the impact of scale when planning and making 3D forms</li> <li>- Create pieces which are open to interpretation by the audience</li> <li>Justify choice of the materials that have been used</li> </ul>	<ul style="list-style-type: none"> <li>- Independently use digital media to research artists, designers and craftspeople</li> <li>- Use cameras effectively to collect information for sketchbooks</li> <li>- To effectively use digital media to manipulate images that form part of a mixed-media outcome eg adapting photographs of themselves, to look like the figures in Banksy's paintings, to incorporate as part of the final piece</li> <li>- To utilise video as a form of media in responding to a theme eg creating a short film as one of the outcomes for the topic 'Nature Rocks'</li> <li>Use cameras to collect information for sketchbooks</li> </ul>	<p>As a class:</p> <ul style="list-style-type: none"> <li>- Feel able to express and share an opinion about the artwork.</li> <li>- Discuss why the work was made, as well as how.</li> <li>- Share your response to the artwork.</li> <li>- Ask questions about process, technique, idea or outcome.</li> </ul> <p>As a small group:</p> <ul style="list-style-type: none"> <li>- Share work to others in small groups, and listen to what they think about what you have made.</li> <li>- Make suggestions about other people's work, using things you have seen or experienced yourself.</li> <li>- Take photos of work made so that a record can be kept, to be added to a sketchbook/digital folder to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media</li> <li>- Present work in retrospect, i.e. to class, assembly or parents.</li> </ul> <p>One to one:</p> <ul style="list-style-type: none"> <li>- Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you</li> </ul>

# Lapford Primary School- Art Overview

					might try next time. Share how other artists/artwork inspired you and ow your work fits into larger context.
--	--	--	--	--	---