



Lower KS: Year 3

Art / DT Skills

Exploring and Developing ideas

Children should record the roles of artists, craftspeople (jewellers, potters (Denby), woodwork) and designers (Vivienne Westwood (clothes), Jan Showers (interior)) working in different times and different cultures (Maori, Roman etc).

Using a hook/starting point (painting, mosaic, statue) children should make observations and ask questions to use in their work.

Use their experience, imagination and observation to create ideas for difference purposes. (eg – beach picture – Use experience, build on imagination – the beach 50 years ago, in Australia (sharks) – create different pieces of work for different purposes based on this).

Evaluating and Developing Work

Use peer assessment to give feedback and compare ideas, methods and approaches.

Edit and adapt their work based on what they and peers think/feel about it.

Annotate work in sketchbooks.

Drawing Expectations

<p>Collect and record visual information from different sources. Draw for a sustained period of time appropriate to the children - 15-30 mins. Experiment the ways surface detail can be added to drawings – charcoal, shading</p>	<p><u>Lines and marks</u> Use drawing implements to create marks and lines – pencil (including different grades), charcoal, pastel, crayons, pens etc</p>	<p><u>Form and Shape</u> Begin to show an awareness of objects having a third dimension. Draw different forms and shapes.</p>	<p><u>Tone</u> Use different grades of pencils to achieve variation in tone. Apply tone in a simple way – shading, cross hatching, marks.</p>	<p><u>Texture</u> Use pattern to create texture. Use a wide range of drawing implements to create texture.</p>
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Digital Media	Painting	Painting	Textiles	3-D	Collage
<p>Expectations Use cameras and video to record and collect ideas/finished work etc</p> <p>Present visual images using ICT PPT, Clicker6 etc</p> <p>Use ICT to create images and effects – control the brush tool with precision</p> <p>Change the types of brush to suit an appropriate style</p> <hr/> <p>Optional Create shapes by cutting, duplicating and repeating.</p> <p>Experiment with colours and textures by making an appropriate choice of special effects.</p>	<p>Expectations Experiment with different effects and textures – thickened paint, sandy paint, colour wash, colour blocking</p> <p>Work on a range of scales – small brush on small picture etc</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language – turquoise, light green, gold etc.</p> <p>Mix paints and use tints and shades</p>	<p>Optional Create printing block using a relief or impressed method Relief – Using wood, sponge potato, rubber stamps http://kickarts.org.au/education/printmaking-terminology/</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>	<p>Expectations Match the tools needed to the material used</p> <p>Develop cutting, stitching and joining skills</p> <hr/> <p>Optional Use a variety of techniques – dyeing, weaving, stitching etc to create different textures</p> <p>Experiment with paste resist – flour and water on a cloth, make a pattern and paint over. When dry peel off the mix.</p>	<p>Expectations Plan, design and make models from observation or imagination</p> <p>Create surface patterns and textures in malleable material (play dough)</p> <hr/> <p>Optional Using clay – create a base for extending and modeling other shapes</p> <p>Use papier mache to create a simple 3D object</p>	<p>Expectations Experiment with a range of collage techniques such as, tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage to collect ideas and information.</p>



Lower KS: Year 4

Art / DT Skills

Exploring and Developing ideas

Children should record the roles of artists, craftspeople (jewellers, potters, woodwork) and designers working in different times and different cultures.

Using a hook/starting point (painting, mosaic, statue) children should make observations and ask questions to use in their work.

Use their experience, imagination and observation to create ideas for difference purposes.

Evaluating and Developing Work

Use peer assessment to give feedback and compare ideas, methods and approaches.

Edit and adapt their work based on what they and peers think/feel about it.

Annotate their work in sketchbooks.

Drawing Expectations

<p>Collect and record visual information from different sources. Draw for a sustained period of time appropriate to the children - 15-30 mins. Experiment the ways surface detail can be added to drawings – charcoal, shading.</p>	<p><u>Lines and marks</u> Use drawing implements to create marks and lines – pencil (including different grades), charcoal, pastel, crayons, pens etc</p>	<p><u>Form and Shape</u> Begin to show an awareness of objects having a third dimension. Draw different forms and shapes.</p>	<p><u>Tone</u> Use different grades of pencils to achieve variation in tone. Apply tone in a simple way – shading, cross hatching, marks.</p>	<p><u>Texture</u> Use pattern to create texture. Use a wide range of drawing implements to create texture.</p>
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Excellence and Achievement in ALL that WE do

Digital Media	Painting	Painting	Textiles	3-D	Collage
<p>Expectations Use cameras and video to record and collect ideas/finished work etc</p> <p>Present visual images using ICT PPT, Clicker6 etc</p> <p>Create shapes by cutting, duplicating and repeating.</p> <p>Experiment with colours and textures by making an appropriate choice of special effects.</p> <hr/> <p>Optional Use ICT to create images and effects – control the brush tool with precision and change the types of brush to suit an appropriate style</p>	<p>Expectations Experiment with different effects and textures – thickened paint, sandy paint, colour wash, colour blocking</p> <p>Work on a range of scales – small brush on small picture etc</p> <p>Colour Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language – turquoise, light green, gold etc.</p> <p>Mix paints and use tints and shades</p>	<p>Expectations Create printing block using a relief or impressed method Relief – Using wood, sponge potato, rubber stamps http://kickarts.org.au/education/printmaking-terminology/</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>	<p>Expectations Use a variety of techniques – dyeing, weaving, stitching etc to create different textures</p> <p>Experiment with paste resist – flour and water on a cloth, make a pattern and paint over. When dry peel off the mix.</p> <hr/> <p>Optional Match the tools needed to the material used</p> <p>Develop cutting, stitching and joining skills</p>	<p>Expectations Using clay – create a base for extending and modeling other shapes</p> <p>Use papier mache to create a simple 3D object</p> <hr/> <p>Optional Plan, design and make models from observation or imagination</p> <p>Create surface patterns and textures in malleable material (play dough)</p>	<p>Expectations Experiment with a range of collage techniques such as, tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage to collect ideas and information.</p>



Upper KS: Year 5/6

Art / DT Skills

Exploring and Developing ideas

Children should record the roles of artists, craftspeople (jewellers, potters, woodwork) and designers working in different times and different cultures.

Using a hook/starting point (painting, mosaic, statue) children should make observations and ask questions to use in their work.

Use their experience, imagination and observation to create ideas for difference purposes.

Evaluating and Developing Work

Use peer assessment to give feedback and compare ideas, methods and approaches.

Edit and adapt their work based on what they and peers think/feel about it.

Annotate their work in sketchbooks.

Drawing Expectations

Work from a variety of sources – observation, photographs etc

Work for a sustained period of time (20-40 mins) independently to create a detailed drawing.

Develop close observation skills using a variety of view finders.

Use a sketchbook to collect and develop ideas. Identify and research artists who have worked in a similar way to their own work.

Lines, Marks, Tone, Form and Texture

Use dry media (pastels, chalk) to make different lines, marks, patterns and shapes within a drawing.

Experiment with wet media (ink, washes) to make different lines, marks, patterns and shapes within a drawing.

Explore colour mixing and blending techniques with coloured pencils.

Use different techniques (hatching, shading).

Develop their own style using tonal contrast and mixed media.

Perspective and Composition

Begin to use simple perspective in their work using a single focal point and horizon.

Begin to develop an awareness of composition, scale and proportion in their paintings (foreground, middle ground, background).

Show an awareness of how paintings are created – composition

Composition - placement or arrangement of visual elements or ingredients in a work of art.

Digital Media	Painting	Painting	Textiles	3-D	Collage
<p>Use cameras and video to record and collect ideas/finished work etc</p> <p>Present visual images using ICT PPT, Clicker6 etc</p> <p>Use ICT to create images and effects – control the brush tool with precision</p> <p>Be able to import an image (scanned, retrieved, taken) into ICT.</p> <p>Understand that a digital image is created by layering.</p>	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources – observational drawing, themes, poetry, music</p> <p><u>Colour</u></p> <p>Mix colours to create atmosphere and light effects</p> <p>Identify and work with primary, secondary and complimentary colours</p>	<p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or impressed method.</p> <p>Print with three overlays</p>	<p>Use fabrics to create 3D structures.</p> <p>Use threads and needles.</p> <p>Experiment with batik (wax resist) techniques.</p> <p>Overlap and layer to create interesting colours, textures and effects.</p>	<p>Shae, form, model and construct models from observation or imagination</p> <p>Use recycled, natural and manmade materials to create sculptures.</p> <p>Plan a sculpture through drawing and collecting research</p> <p>Introduce pattern and texture to a malleable material</p>	<p>Add collage to a painted, printed or drawn background.</p> <p>Use collage as a means of extending work from initial ideas.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p>