

Sequence of Learning - Art

	2-3	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
<u>Knowledge</u> Draw, paint and colour	Show pleasure in the sensory experience of making marks in damp sand, paste or paint.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Safely use and explore a variety of tools and techniques, experimenting with colour and design Share their creations, explaining the process they have used;	Show how people feel in paintings and drawings. Create moods in art work Use drawing and painting to develop and share their ideas, experiences and imagination	Understand how to use a viewfinder to focus on a specific part of an artefact before drawing it Understand tint (adding white) and tone (adding black) Suggest how artists have used colour, pattern and shape	Show facial expressions in my drawings Use sketches to produce a final piece of art Use wash techniques to create backgrounds in different shades Record observations to review and revisit	Show facial expressions and body language in sketches and paintings Colour mixing and matching; tint, tone, shade Understand that certain colours can reflect feelings Record observations to review and revisit	Use shading to create mood and feeling Express emotion in my art Look at light on objects and from different perspectives Record observations to review and revisit Understand perspective and how this can affect images I create	Revisit Year 5 objectives, as well as: Explain why I have used different tools to create art Explain why I have chosen specific techniques to create my art
<u>Skills</u> Draw, paint and colour	Hold a pen or crayon using a whole hand grasp and make random marks with	Draw with increasing complexity and detail, such as representing a face with a	Create closed shapes with continuous lines, and begin to use these shapes	Use pencils to create lines of Different thickness in drawings	Choose different Grades of pencil when drawing	Use different grades of pencil to shade and to show different tones and textures	Use marks and lines to show texture in my art Can use line, tone, shape	Organise line, tone, shape and colour to represent figures and forms in movement	Use feedback to make amendments and improvement to my art

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	<p>different strokes</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</p>	<p>circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises</p>	<p>to represent objects</p> <p>Explore colour and how colours can be changed.</p>	<p>Name the primary and secondary colours</p>	<p>Mix paint to create all the secondary colours</p>	<p>Use a range of brushes to create Different effects in painting</p> <p>Identify the techniques used by different artists</p>	<p>and colour to represent figure and forms in movement</p> <p>Show reflections in my art</p>	<p>Effect of light on objects and people from different directions</p> <p>Produce increasingly accurate drawings of people</p>	<p>Produce increasingly accurate drawings of people</p>
<p><u>Vocabulary</u> Draw, paint and colour</p>	<p>Paint, play, pencil, hold, mark</p>	<p>Colour, feeling, face</p>	<p>Colour, objects, mixing, feeling, shape, face</p>	<p>Pencil, thickness, mood, feeling, ideas, imagination, primary colour, secondary colour</p>	<p>Grade (pencil), mix, create, tint, tone, colour, pattern, shape, focus, artefact</p>	<p>Grade (pencil), brush, sketch, technique, observation, background, wash, sketch, feelings, expression</p>	<p>Expression, feeling, texture, mixing, tint, tone, shade, shape, observations</p>	<p>Mood, feeling, emotion, light, perspective, observation, line, tone, shape, colour</p>	<p>Mood, feeling, emotion, light, perspective, observation, line, tone, shape, colour, tool, technique, feedback, amend</p>
<p><u>Knowledge</u> Printing, form and texture</p>	<p>Explore materials with different properties.</p> <p>Explore and experiment with a range</p>	<p>Develop their own ideas and then decide which materials to use to express them</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with texture,</p>	<p>Describe what I can see and give an opinion about the work of an artist</p>	<p>Use charcoal, pencil and pastel to create art</p> <p>Understand how clay can be fixed</p>	<p>Use mixed media to create images</p> <p>Record observations to review and revisit</p>	<p>Understand why different materials are used in different contexts</p>	<p>Combine textures and patterns to create new prints</p> <p>Record observations</p>	<p>Explain why I have used different tools to create art</p> <p>Explain why I have chosen specific</p>

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	of media through sensory exploration using my whole body	Make links and notice patterns in my experience	form and function; Show interest in and describe the texture of things. Share their creations, explaining the process they have used;	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	together using pinching		Experiment with the styles used by other artists Record observations to review and revisit	to review and revisit Improve technique using collage, print and mixed media	techniques to create my art Record observations to review and revisit
Skills Printing, form and texture	Explore natural materials, indoors and outside. Start to show control in holding and using tools like hammers, and mark-making tools	Use acquired knowledge and skills to explore new learning across and within areas of learning Join different materials and explore different textures	Use various construction materials. Join construction pieces together to build and balance. Adapt, refine or make changes when previous ideas were unsuccessful or could be developed.	Create a repeating pattern in print Cut, roll and coil materials Use IT to create a picture Use a range of materials to design and make products Use a range of materials	Create a printed piece of art by pressing, rolling, rubbing and stamping Use clay to make a finger pot Use a range of materials creatively to design and make products	Use IT to create art which includes my own work and that of others Identify the techniques used by different artists Shape, form, model, and construct (malleable and rigid materials)	Print onto different materials using at least four colours Sculpt clay and other mouldable materials Integrate my digital images into my art sculpture with a range of materials	Create an accurate print design following criteria Use images which I have created, scanned and found; altering them where necessary to create art sculpture with a range of materials	Print to create different patterns Use feedback to make amendments and improvement to my art Revisit integrating digital images into my art sculpture with a range of materials

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				creatively to design and make products such as collage	Use IT to create a picture	sculpture with a range of materials			
<u>Vocabulary</u> Printing, form and texture	Material, body, natural, inside, outside, tools	Decide, materials, pattern, texture	Join, form, materials, explore pattern, texture, share	Describe, technique, colour, patterns, texture, form, space, pattern, material, cut, roll, coil, collage, print	Print, pressing, rolling, rubbing, stamping, clay, materials, design	Create, identify, technique, shape, form, model, construct, sculpture	Print, sculpt, material, mould, digital images, sculpture	Print, design, create, sculpture, material	Print, design, create, sculpture, material, pattern, amend, improve
Artists and art history				Learn about different artists and make links to my work Ask questions about a piece of art	Create a piece of art in response to the work of another artist Ask questions about a piece of art and make links to my own work	Respond to the work of famous artists Recognise when art is from different cultures Recognise when art is from different historical periods	Respond to the work of famous artists Explain some of the features of art from historical periods	Research the work of an artist and use their work to replicate a style	Explain the style of my work and how it has been influenced by a famous artist

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. about great artists, architects and designers in history.