

Key Skills

Painting and use of materials
Artistic Expression
Effective art techniques
Knowledge of Artists

Great Denham Primary School

Art skills should be taught when linked to projects
where possible to ensure real world application



Great Denham
PRIMARY SCHOOL

Art

	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media	Use a variety of media across the year ~ highlight off each term ensuring a mixture has been covered. Paint (ready mix, powder, block) chalk, charcoal, pastel, pencils (hard/soft) clay, mod roc, crayon, ink (printing) pencil crayon, photographs, fabric (thread, silks) oil, wood (natural leaves etc) felt, collage (paper, card) wet/dry paper, dyes, paper mache, sponges							
Expression and Imagination	Opportunities should be given for children to explore and experiment; <i>share experiences; develop imagination and respond to experience</i> / stimulus							
Artists	Know that artists create art (different media)	Look at a range of work by different artists Say whether they like or dislike a piece of art and begin to give reasons why.	<i>Explore a range of work by artists, craft makers and designers</i> Be able to give their opinion and say why they like/dislike the work of other artists	Continue to explore and be exposed to work by artists and designers <i>Be able to describe the similarities and differences between different practices and disciplines and make links to their own work.</i> Work alongside an artist in order to make links to their own work	Begin to research great artists and designers through time Begin to include elements of other artists work in their own Be able to appraise the work of other artists and designers and say how their work links to their own	Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures Have an in-depth <i>knowledge of a great artist in history</i> and be able to link their own work to them Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences	Use the work of a famous artist as a stimulus for their own work Use other artists work as a basis for critique Research and develop the techniques of other artists to use in own work Be introduced to <i>the work of great architects in history</i>	Have an in-depth knowledge of the work of an artist / architect and choose a style to emulate in constructing a scale model / piece of art Be able to identify and appraise <i>the work of great designers in history</i>

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		Experiment with texture, colour, line, pattern, shape, form and space			Record observations and use them to review and revisit ideas.			
Drawing	Make marks, signs and symbols on a variety of types of paper	Able to use marks, lines and curves.	Use line to represent objects seen, remembered or imagined	Explore tone using different grades of pencil, pastel and chalk	Name and select different grades of pencil for a purpose. Use line and tone to represent things seen, remembered or observed	Explore shading, using different media Build up drawing techniques (intricate marks when drawing) Use media to create tone and shade. Improve mastery of art and design techniques, including drawing:	Use line, tone and shade to represent things seen, remembered or imagined Use techniques to introduce perspective (Drawing from above and below, near/far)	Experiment with line, tone and shade.
Painting	Use a variety of tools to spread paint - straws, matchsticks, brushes.	Explore mark making using brushes, foam and sponges.	Name the primary colours. Select brushes to create thin or thick lines.	Know how to mix secondary colours. Know the effects of adding water, sand, sawdust to create texture in paint.	Mix primary and secondary colours with the addition of black and white and other hues	Mixing tertiary colours (browns, neut Build up painting techniques (resist work, layering, and scraping) rals, flesh)		Limited palette' work. Working with one colour and developing work using tints and shades
Collage		Handles different materials from the class "bit box"	Selects and sorts, cuts, tears, stitches and discusses	Sorts according to specific qualities, e.g. warm, cold, shiny, smooth	Engages in more complex activities, e.g. cutting and sewing a variety of materials		Develops skills of overlapping and overlaying	Develops experience in embellishing, using more advanced stitching and appliqué techniques

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Textiles		Able to say the colour, texture or shape of textiles.	Sort, collect and discusses and pulls apart cloths and threads Use a range of textile equipment including beads and fabric/thread for sewing	Stitch and cut threads and fibres Simple weaving with strong wool through a stiff card loom.	Weave paper. Able to use running stitch. Dye fabric using tie-dye, batik etc	Uses plaiting, pinning, stapling, stitching and sewing techniques	Cuts and stitches patterns	Experiments with soft sculpture; cuts and joins patterns, embellishing the components
Printing	Use hands and feet to print.	Able to print using hands, feet, fingers, found materials.	Uses one colour of paint or ink on a block	Repeating patterns, random or organised, with range of blocks	Extends repeating patterns - overlapping, using two contrasting colours etc	Explores images and recreates texture using wallpaper, string, polystyrene etc	Recreates images through relief printing using card	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief
Sculpture Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire)				Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools	Simple dyeing techniques including tie dying, and printing Use a variety of the same media e.g. powder, ready mix paint	Use a variety of materials (card, cardboard, wood) for creating 3D structures	Develop sculpture techniques by manipulating natural materials to create a structure	Construct scale models using joining and drawing techniques Improve mastery of art and design techniques, including sculpture:

Blue text signifies statutory requirement.