

National Curriculum Objectives

Pupils 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.

	KSI	Year 3	Year 4	Year 5	Year 6	KS3
CONCEPTUAL						
Drawing		<p>To know that artists can identify shapes within objects as a method to draw</p> <p>To know what is meant by abstract art</p> <p>To know that texture can be created through rubbings</p>	<p>To know that pencils have different grades to support shade and tone</p> <p>To know that pencil pressure can create different effects</p> <p>To know what is meant by proportion in art</p> <p>To know that drawing can be created through various multi-media</p>	<p>To know that impact, audience and purpose can affect an image</p> <p>To know what is meant by collagraph in art</p> <p>To know techniques can be combined to create a finished piece of art</p> <p>To know which materials are best suited for varying pieces of art</p>	<p>To know what is meant by gestural marks</p> <p>To know that marks can be made by gestural and expressive methods</p> <p>To know that symbolism can be used to create imagery</p> <p>To know that tone can affect a piece of art</p>	
	PROCEDURAL					
	<p>Banks Road - Drawing</p> <ul style="list-style-type: none"> • Layer different media • Understand the basic use of a sketchbook and work out ideas for drawings • Create different tones using light and dark • Show texture and patterns in their drawings • Draw for a sustained period of time from the figure and real objects (single and grouped) • Experiment with line, shape, pattern and colour 	<p>To be able to identify shapes in objects to be able to draw</p> <p>To be able to create and achieve tone by shading</p> <p>To be able to make texture rubbings, using drawing tools</p> <p>To be able to hold a pencil to shade</p> <p>To be able to make careful observations to accurately draw an object</p>	<p>To be able to use pencils with different grades</p> <p>To be able to use a pencil with varying pressure</p> <p>To be able to use observation skills to sketch objects</p> <p>To be able to draw objects in proportion</p> <p>To be able to use charcoal and a rubber to create tone</p> <p>To be able to create a wax resist background</p>	<p>To be able to draw the same image in various ways</p> <p>To be able to create collagraph print/plate</p> <p>To be able to develop drawn ideas for a print</p> <p>To be able to combine techniques to create a final composition</p> <p>To be able to make choices with materials and tools used to create a piece of art</p>	<p>To be able to use gestural and expressive ways to make marks</p> <p>To be able to combine imagery into unique pieces</p> <p>To be able to use different tonal techniques (e.g. chiaroscuro)</p> <p>To be able to create hand-made tools to be used for drawing</p> <p>To be able to use charcoal to create effects in drawing.</p>	<ul style="list-style-type: none"> - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas - to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

		To be able to create abstract compositions to draw more expressively	To be able to use scissors and paper as a method to draw To be able to use different tools to draw onto a painted surface			
		KAPOW - Growing Artists	KAPOW - Power prints	KAPOW - I need space	KAPOW - Make my voice heard	

KSI		Year 3	Year 4	Year 5	Year 6	KS3
Painting & mixed media	CONCEPTUAL					
		<p>To know that painting on different surfaces creates different effects</p> <p>To know what is meant by the terms positive and negative space</p> <p>To know that painting can be done with a variety of tools</p> <p>To know that different brush sizes can be used for effecting a piece of art</p> <p>To know about primary and secondary colours</p>	<p>To know that there are primary, secondary and tertiary colours</p> <p>To know what tint and shade are</p> <p>To know that different techniques can be used in painting (e.g. stippling, dabbing, washing)</p> <p>To know that a plan can help support a piece of artwork being created</p>	<p>To know that a plan can affect a painting</p> <p>To know that different media can be used within art (e.g. photography)</p> <p>To know that a combination of materials can affect the outcome of a composition</p> <p>To know that colours can affect the atmosphere of a piece of art</p>	<p>To know that there can be different interpretations for the same piece of art</p> <p>To know that artists can develop / be known for a specific style</p>	
	PROCEDURAL					
	<p>Banks Road - Painting</p> <ul style="list-style-type: none"> Experiment with tools and techniques inc layering, mixing media, scraping through etc Mix their own brown Make tints by adding white Make tones by adding black Work on a range of scales Create a print using pressing, rolling, rubbing and stamping Create a print like a designer - design patterns of increasing complexity and repetition 	<p>To be able to use simple shapes to scale up a drawing</p> <p>To be able to create an image using positive and negative space</p> <p>To be able to create a textured background using charcoal and chalk</p> <p>To be able to use natural objects as tools to paint with</p> <p>To be able to make paintings using natural materials</p> <p>To be able to use different parts of a brush to create different textures</p> <p>To be able to mix colours</p>	<p>To be able to tint and shade by adding black and white</p> <p>To be able to use different techniques in a piece of art (e.g. stippling, dabbing, washing)</p> <p>To be able to use tints and shade to create a 3D effect</p> <p>To be able to choose suitable painting tools appropriate to the art piece being created</p> <p>To be able to draw a painting first</p> <p>To be able to organise areas independently for a painting task</p>	<p>To be able to modify a plan prior to painting</p> <p>To be able to use text as lines and tone</p> <p>To be able to experiment with materials to create a background to draw on to</p> <p>To be able to use a photograph as a starting point for mixed-media artwork</p> <p>To be able to take a photograph to be used as a portrait, exploring different angles</p> <p>To be able to choose colours to represent an atmosphere / idea</p>	<p>To be able to use sketchbooks to present research / information</p> <p>To be able to develop ideas to plan a final piece</p> <p>To be able to make a personal response to an artists' piece of art</p> <p>To be able to use different methods to analyse artwork, such as: drama, discussion and questioning</p>	<ul style="list-style-type: none"> to use a range of techniques and media, including painting to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

		KAPOW - Prehistoric painting	KAPOW - Light and dark	KAPOW - Portraits	KAPOW - Artist study	

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Craft & design	CONCEPTUAL					
			<p>To know that a mood board can convey a general feeling or idea</p> <p>To know that observational drawings support pattern for design</p> <p>To know that painting can be done on a range of surfaces (e.g. fabric)</p> <p>To know that batik is a traditional fabric decoration technique</p>		<p>To know what is meant by a photomontage</p> <p>To know that materials can be used to produce photorealistic artwork</p> <p>To know that there are many different features of photography (e.g. macro)</p> <p>To know that digital imagery can be manipulated using editing tools</p>	
	PROCEDURAL					
	<p>Banks Road - Printing & Textiles/Collage</p> <ul style="list-style-type: none"> Use a variety of techniques inc weaving, French knitting, tie-dying, fabric crayons and wax oil resist and embroidery Create textured collages from a variety of media Make a mosaic 		<p>To be able to select imagery as inspiration for a project</p> <p>To be able to make a mood board</p> <p>To be able to recognise a theme and use colour palettes accordingly</p> <p>To be able to be able to trace a design</p> <p>To be able to create a repeating pattern tile using cut/torn paper</p> <p>To be able to use glue as an alternative to batik</p> <p>To be able to use materials, like glue, dependent on the desired outcome</p>		<p>To be able to create a photomontage</p> <p>To be able to follow a design brief</p> <p>To be able to use a camera/tablet for photography</p> <p>To be able to identify parts of a camera</p> <p>To be able to take a macro photo considering composition</p> <p>To be able to use props/drama within a photograph</p> <p>To be able to photo portraits</p> <p>To be able to use a grid method to draw a photograph</p>	<ul style="list-style-type: none"> to increase their proficiency in the handling of different materials about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
			KAPOW - Fabric of nature		KAPOW - Photo opportunity	

	KSI	Year 3	Year 4	Year 5	Year 6	KS3
Sculpture and 3D	CONCEPTUAL					
		<p>To know that 2D shapes joined together create 3D shapes</p> <p>To know what is meant by the term: negative space</p> <p>To know that a plan can support the creation of a sculpture</p> <p>To know that there is a variety of ways to join materials, such as card</p>	<p>To know that when a sculpture moulds using their fingers it is called modelling</p> <p>To know that the application of water on to clay helps to make it malleable and workable</p> <p>To know that there are a variety of ways to join materials, such as clay</p>	<p>To know that initially designing on a small scale can support larger scale models</p> <p>To know that a plan can be changed based off a small-scale model</p> <p>To know that an installation needs consideration for light, display and sound</p>	<p>To know that different techniques can be used to manipulate a material such as cardboard</p> <p>To know that initial ideas can be translated into a sculptural form, following a design process</p>	
	PROCEDURAL					
	<p>Banks Road - 3D</p> <ul style="list-style-type: none"> Manipulate clay for a variety of purposes inc thumb pots, simple coil pots and models Build a textured relief tile Understand the safety and basic care of materials and tools Experiment with and construct and join recycled, natural and man-made materials more confidently 	<p>To be able to join 2D shapes together to create 3D shapes</p> <p>To be able to join larger pieces of materials together to form 3D shapes, considering stability</p> <p>To be able to shape card in different ways</p> <p>To be able to identify and draw negative spaces</p> <p>To be able to plan a sculpture by drawing</p> <p>To be able to create different joints within card, e.g. slots, tabs, wrapping</p> <p>To be able to add surface detailing to a sculpture</p>	<p>To be able to use Modroc or air-dry clay considering form, texture and structure</p> <p>To be able to use a range of materials to make 3D artwork</p> <p>To be able to mould and sculpt air-dry clay</p> <p>To be able to refer to a plan when painting a sculpted piece of art</p> <p>To be able to manipulate clay to reach a specific outcome</p> <p>To be able to use different techniques to join pieces of clay together</p> <p>(supported during FS sessions)</p>	<p>To be able to make an explosion drawing, exploring the effects of different materials (e.g. Cai Guo-Qiang)</p> <p>To be able to create small-scale models</p> <p>To be able to use everyday objects to form a sculpture</p> <p>To be able to manipulate ordinary objects for a sculpture (e.g. wrapping, covering, colouring, joining)</p> <p>To be able to trial new ideas for an interactive sculpture</p> <p>To be able to plan an installation proposal, considering light, sound and display</p>	<p>To be able to translate a 2D image into 3D form</p> <p>To be able to manipulate cardboard to create 3D form (e.g. tearing, cutting, folding, bending, ripping)</p> <p>To be able to manipulate cardboard to create texture</p> <p>To be able to make a relief sculpture using cardboard</p> <p>To be able to make visual notes to support the planning of a final piece</p> <p>To be able to translate ideas into a sculptural form</p>	<p>- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>
		KAPOW -	Greek amphoras	KAPOW - Interactive installation	KAPOW - Making memories	