



## Art – Key Skills

|  |  | Year 3  | Year 4  | Year 5   | Year 6   |
|--|--|---|---|--|--|
| <b>To be able to master techniques</b> | <b>Colour</b><br>Range of materials to include:<br>Paint- acrylic, poster and watercolour<br>Coloured pencils<br>Oil/chalk pastels<br><br><b>Ink</b> | <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Create colour wheels:</li> <li>Mix primary colours to make secondary colours.</li> <li>Understand the terms primary, secondary.</li> <li>Experiment with different effects and textures including: blocking in colour, washes, thickened paint etc.</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul> | <ul style="list-style-type: none"> <li>Use thick and thin brushes with increasing accuracy</li> <li>Create colour wheels:</li> <li>Mix colours effectively and understand the terms primary, secondary and tertiary</li> <li>Plan and create different effects and textures with paint according to what they need for the task.</li> <li>Show increasing independence and creativity with the painting process.</li> <li>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</li> </ul>   | <ul style="list-style-type: none"> <li>Use a number of brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines</li> <li>Experiment with creating mood with colour and be familiar with the terms warm, cool, complementary and harmonious</li> <li>Use watercolour paint to produce washes for backgrounds then add detail</li> <li>Create imaginative work from a variety of sources</li> </ul>  | <ul style="list-style-type: none"> <li>Use brush techniques and the qualities of paint to create texture</li> <li>Create a colour palette based on colours observed in the natural or built world</li> <li>Combine colours, tones and tints to enhance the mood of a piece</li> <li>Develop a personal style of painting, drawing upon the ideas from other artists</li> </ul>   |
|  | <b>Drawing</b>   | <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</li> <li>Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.</li> <li>Draw, collage, paint or photograph an urban landscape.</li> </ul>       | <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness</li> <li>Use different grades of pencil to create tone</li> <li>They identify and draw simple objects, and use marks and lines to produce texture.</li> <li>Colour work neatly following the lines</li> <li>Understand the difference between shape and form</li> <li>Show awareness of the use of space (draw big)</li> <li>Choose an interesting or unusual perspective or viewpoint for a landscape.</li> <li>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</li> </ul> | <ul style="list-style-type: none"> <li>Use different grades of pencil to achieve differing effects</li> <li>Use a pencil to show line, tone and texture</li> <li>Annotate sketches to explain and elaborate ideas</li> <li>Sketch lightly (no need to use a rubber to correct mistakes)</li> <li>Use shading to show light and shadow</li> <li>Use hatching and cross hatching to show tone and texture</li> <li>Draw a range of shapes/forms</li> <li>Show awareness of the use of space and composition</li> <li>Produce creative work on a theme, developing ideas through a range of preliminary sketches.</li> <li>Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</li> </ul> | <ul style="list-style-type: none"> <li>Children's sketches communicate emotions and a sense of self with accuracy and imagination.</li> <li>They explain why they have combined different tools to create their drawings.</li> <li>They explain why they have chosen specific drawing techniques.</li> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Use line, tone or shape to draw observational detail or perspective.</li> </ul> |
|  | <b>Collage</b>   |   | <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued</li> <li>Mix materials to create texture</li> </ul>  | <ul style="list-style-type: none"> <li>Select and arrange materials for striking ensure work effect</li> <li>Ensure work is precise</li> </ul>   | <ul style="list-style-type: none"> <li>Combine visual and tactile qualities</li> <li>Combine the qualities of different materials including paper, fabric and print techniques to create textural effects</li> </ul>   |
|  | <b>Sculpture</b>   | <ul style="list-style-type: none"> <li>Use pinching technique to create simple sculptures in clay.</li> <li>Create a 3-D form using malleable or rigid materials, or a combination of materials.</li> </ul>   | <ul style="list-style-type: none"> <li>Use rolled up paper, straws, pipe cleaners, card and wire as materials</li> <li>Use techniques such as rolling, cutting, moulding and carving</li> <li>Use and combine a range of visual elements in artwork.</li> <li>Use clay to create a detailed or experimental 3-D form</li> </ul>   | <ul style="list-style-type: none"> <li>Include texture that conveys feelings, expression and movement</li> <li>Use clay to produce pots/models/tiles using slip</li> <li>Add materials to provide interesting detail</li> </ul>  | <ul style="list-style-type: none"> <li>Use tools to carve and add shapes, texture and pattern</li> <li>Combine visual and tactile qualities</li> <li>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</li> </ul>   |



|  |          | Year 3   | Year 4   | Year 5  | Year 6   |
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|  | Printing | <ul style="list-style-type: none"> <li>Make a two-colour print.</li> </ul>   | <ul style="list-style-type: none"> <li>Use repeating or overlapping shapes</li> <li>Mimic print from the environment (e.g. Wallpapers)</li> <li>Press, roll, rub and stamp to make prints</li> <li>Combine a variety of printmaking techniques and materials to create a print on a theme.</li> <li>Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</li> </ul> | <ul style="list-style-type: none"> <li>Use layers of two or more colours</li> <li>Replicate patterns observed in the environment</li> <li>Make printing blocks (e.g. from coiled string glued to a block)</li> </ul>  | <ul style="list-style-type: none"> <li>Build up layers of colours</li> <li>Create an accurate pattern, showing fine detail</li> <li>Use a range of visual elements to reflect the purpose of the work</li> </ul>   |
|  | Textiles | <ul style="list-style-type: none"> <li>Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.</li> <li>Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Know how to use a needle and can produce a simple running stitch</li> </ul>   |   | <ul style="list-style-type: none"> <li>Develop work through embellishments such as beads and buttons</li> </ul>  |
| To be able to take inspiration from the greats and artists from different cultures and time periods. |          | <ul style="list-style-type: none"> <li>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</li> <li>Work in the style of a significant artist, architect, culture or designer.</li> </ul> | <ul style="list-style-type: none"> <li>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</li> <li>Compare and contrast artwork from different times and cultures.</li> <li>Explain the significance of art, architecture or design from history and create work inspired by it</li> </ul>                     | <ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers</li> <li>Create original pieces that are influenced by the work of other artists</li> <li>Describe and discuss how different artists and cultures have used a range of visual elements in their work</li> </ul> | <ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of notable artists, artisans and designers</li> <li>Show how the work of those studied was influential in both society and to other artists</li> <li>Create original pieces that show a range of influences and styles</li> <li>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</li> <li>Create innovative art that has personal, historic or conceptual meaning.</li> <li>Use colour palettes and characteristics of an artistic movement or artist in artwork.</li> <li>Use the work of a significant printmaker to influence artwork.</li> </ul> |



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|------------------------------------|--|--|---|---|
| <b>To be able to develop ideas</b> | <ul style="list-style-type: none"> <li>• Make suggestions for ways to adapt and improve a piece of artwork.</li> <li>• Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</li> <li>• Comment on artwork using visual language (the 7 elements of Art).</li> </ul> | <ul style="list-style-type: none"> <li>• Annotate work in sketchbook using the visual elements of Art vocabulary.</li> <li>• Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</li> <li>• Make suggestions for ways to adapt and improve a piece of artwork</li> <li>• Give constructive feedback to others about ways to improve a piece of artwork.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum</li> <li>• Explore ideas in a variety of ways</li> <li>• Collect information, sketches and resources</li> <li>• and present ideas in a sketchbook</li> <li>• Evaluate their work, identify the next steps and adapt and refine ideas as they progress</li> <li>• Comment on artwork using visual language (the 7 elements of Art).</li> <li>• Use the qualities of materials to enhance ideas</li> <li>• Annotate work in sketchbook using the visual elements of Art vocabulary.</li> <li>• Review and revisit ideas and sketches to improve and develop ideas</li> <li>• Compare and comment on the ideas, methods and approaches in their own and others' work.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop ideas imaginatively and extend ideas from starting points throughout the curriculum</li> <li>• Explore art, craft and design in the locality and in a variety of genres, styles and traditions.</li> <li>• Comment on artworks with a fluent group of visual language (the 7 elements of Art).</li> <li>• Use the qualities of materials to enhance ideas</li> <li>• Annotate work in sketchbook using the visual element of Art vocabulary.</li> <li>• Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</li> <li>• Adapt and refine artwork in light of constructive feedback and reflection.</li> </ul> |