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| **Barton St Lawrence** **Primary School – Vertical Progression – Expressive Arts & Design – Creating with materials - Art**  |
| **Statement of Intent:** Pupils at St Lawrence Church of England Primary School are easy to distinguish by the personal qualities they present. They are happy, confident, articulate children with a love of learning and a sense of **service**, who recognise and celebrate their own individuality and that of other members of our community. They are generous, kind and welcoming; they are forgiving and understand justice. With God by their side, they face the world with resilience, integrity and joy. |
| **Intent in Art: T**he school Statement of Intent is at the very heart of everything we do in school and the arts are at it’s core. We believe that art enables children to communicate what they see, feel and think. They therefore experiment **creatively** with their ideas, their use of colour, texture, form, pattern and different materials and processes to produce unique pieces of work which show off their **individuality.**Self evaluation of work is encouraged and children are taught not only how to **articulate**their feelings about their own work using specialist vocabulary but also how to be **resilient**to achieve their goals. |
| Focus | **Drawing** **& paint**(pencil, charcoal, inks, chalk, pastels, painting, ink, crayon, pens, watercolour, ready-mix, acrylic etc.) | **Use of colour, pattern, texture, line, form, space & shape and use of different materials**(textiles, clay, sand, plaster, 3D work, clay, dough, boxes, wire, paper sculpture, mod-roc, digital art, printing, found materials, press print, mono-printing etc.) | **Evaluating Ideas** | **Exploring and Developing Ideas**(exploring the work of artists and craftspeople throughout history) |
| Nursery | • Create closed shapes with continuous lines, & begin to use these shapes to represent objects • Begin to use a variety of drawing tools• Draw with increasing complexity & detail, such as representing a face with a circle & including details• Show different emotions in their drawings• Explore colour & colour mixing  | • Explore different materials freely, in order to develop ideas about how to use them & what to make• Join different materials & explore different textures• Handling, feeling, enjoying and manipulating materials• Use variety of construction materials• Join different materials & explore different textures• Develop own ideas & decide which materials to use to express them | Discuss likes & dislikes about artwork | • Notice what other children & adults do, mirroring what is observed• Practise artist’s techniques |
| Reception | • Use a range of tools competently & safely • Explore different textures. Encourage accurate drawings of people• Create representations of both imaginary & real-life ideas, events, people & objects• Explore, use & refine colour mixing techniques• Use colour for purpose, including creating moods | • Experiment to create different textures• Use tools to create different textures• Use a range of materials to create different textures• Manipulate materials to have a planned effect• Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding | • Expresses & communicate working theories, feelings & understandings in the form of art work & objects | • Respond imaginatively to artworks & objects• Explore, use & refine a variety of artistic effects to express their ideas & feelings |
| Early Learning Goal | **- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function****- Share their creations, explaining the process they have used** **- Make use of props and materials when role-playing characters in narratives and stories** |
| Year 1 | **Drawing*** Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
* Observe and draw shapes from observations.
* Invent new shapes and lines (e.g. icebergs).
* Investigate tone by drawing light/dark lines and light/dark shapes.
* Name, match and draw lines/marks from observations.

**Painting*** Use a variety different brush sizes and types.
* Work on different scales.
* Name different types of paint; e.g. watercolours/ready mix.
* Identify primary and secondary colours by name.
* Mix primary shades and tones.
* Mix secondary colours
 | **3-d Clay*** Manipulate malleable materials in a variety of ways including rolling and kneading.
* Manipulate malleable materials to make a sculpture.
* Make a sausage, egg and ball shape with clay
* Understand the safety and basic care of materials and tools.

**Printing*** Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
* Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.
* Create simple printing blocks with press and relief print.
* Make rubbings to collect textures and patterns.
 | * Review what they and others have done and say what they think and feel about it. Use a star diagram with 4 pre-labelled points.
* Identify what they might change in their current work
 | * Record and explore ideas from first hand observations.
* Explore the work of artists, craftspeople and designers from different times and cultures using basic artistic vocabulary, e.g. paint, bright, realistic
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| Year 1 Vocabulary | Primary colours, secondary colours, light, dark, shades, thick, thin, tone, media, line, shape | Sculpture, roll, knead, clay, print, pattern, motif, printing block, printing ink, press print, relief print, roller, malleable,  | Star diagram, change |  |
| Year 2 | **Drawing*** Record and explore ideas from first hand observations.
* Control the types of marks made with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
* Name and draw lines/marks from observations with increasing accuracy
* Draw on different surfaces /scales with a range of media.
* Investigate tone by drawing with increasing control light/dark lines, light/dark patterns, light/dark shapes.
* Investigate textures by describing, naming, rubbing, copying.
* Observe and draw from first-hand experience
* Draw shapes in between objects

**Painting*** Mix and match colours to objects with increasing accuracy
* Work on different scales.
* Use different types of paint and their properties; e.g. watercolours/ready mix.
* Mix primary shades and tones to accurately colour match
* Use a variety of tools and techniques including different brush sizes and types appropriately
* Experiment with tools and techniques, e.g. layering, mixing media, scraping through.
* Create textured paint by adding sand, plaster.
 | **Printing*** Build repeating patterns and recognise pattern in the environment.
* Create simple printing blocks using the impressed method
* Design more repetitive patterns.
* Experiment with overprinting motifs and colour.

**3-D Clay*** Manipulate malleable materials in a variety of ways including rolling and kneading
* Join two pieces of clay using cross-hatching and slip
* Manipulate malleable materials for a purpose, e.g. to make a sculpture.
* Change the surface of a malleable material.
* Understand the safety and basic care of materials and tools.

**Digital Media*** Record visual information using digital cameras, video recorders.
* Trace with some control- Take photographs with some control- Create a digital collage- Manipulate a digital image by resizing

**Textiles*** Match and sort fabrics and threads for colour, texture, length, size and shape.
* Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
* Cut and shape fabric using scissors/snips.
* Apply shapes with glue or by stitching.
* Apply decoration using beads, buttons, feathers etc.
* Create cords and plaits for decoration.
* Apply colour with printing, dipping, fabric crayons.
 | * Review what they and others have done and say what they think and feel about it. Use a star diagram with 4 pre-labelled points.
* Identify what they might change in their current work or develop in future work.
 | * Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
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| Year 2 Vocabulary | Scale, proportion, texture | Slip, cross-hatching, batik, collage, dye, overprint, knead, colour washing, repeating pattern, decorative, textiles, fray, knot, scrape, quickprint, impressed method, motif, resize, manipulate | Develop, future | inspiration |
| Year 3 | **Drawing and Painting**.* Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
* Begin to show an awareness of objects having a third dimension.
* Experiment with different grades of pencil and other implements to achieve variations in tone.
* Apply tone in a drawing in a simple way.
* Create textures with a wide range of drawing implements.
* Work on a range of scales e.g. thin brush on small picture etc.
* Create different effects and textures with paint according to what they need for the task.
 | **3-D*** Plan, design and make models from observation
* Create surface textures in clay
* Improve control of tools and processes, refining work by building on initial explorations of surface texture

**Printing*** Create printing blocks using a relief or impressed method.
* Create repeating patterns.
* Print with a change of colour
* Include rotational patterning
* Work into prints once dry with other media to create effects

**Digital Media*** Present visual images using software.
* Experiment with colours by using effects to manipulate and create images for a purpose.

**Collage*** Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
 | **Evaluation*** Compare ideas in their own and others’ work and say what they think and feel about them.
* Describe how they might develop their work further. Use a blank star diagram with 4 points
* Annotate work in sketchbooks
 | **Exploring and Developing Ideas*** Explore the work of artists, craftspeople and designers from different times and cultures using a more advanced artistic vocabulary, e.g. tone, media, intense, viewpoint
* Select ideas to use in their work.
* Use sketchbooks to collect and record visual information from different sources, annotate in their sketchbooks.
* Annotate work of other artists in their sketchbooks
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| Year 3 Vocabulary | 3rd dimension, pencil grade, shade, variation in tone, large-scale, observation | Mosaic, surface detail, mould, shape, rotation, turn, manipulate, tear, overlap, layer, slip, cross-hatching, malleable, rigid, pliable | evaluate | Fresco |
| Year 4 | **Drawing** * Experiment with ways in which surface detail can be added to drawings, e.g. *use grades of pencil, biros, charcoal and chalk.*
* Draw for a sustained period of time at an appropriate level.
* Experiment with different grades of pencil and other implements to create lines and marks.
* Experiment with different grades of pencil and other implements to draw different forms and shapes.

**Painting*** Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
* Create different effects and textures with paint according to what they need for the task.
* Use more specific colour language e.g. watery, intense, strong, opaque, translucent
* Mix and use tints and shades.
 | **Printing*** Create printing blocks using a relief or impressed method.
* Create repeating patterns with rotations and translations.
* Print with two colour overlays.
* Tint prints by working into the print once dry

**3-D*** Plan, design and make models from observation
* Use understanding of the properties of materials and knowledge of their suitability for different purposes
* Explore and combine the visual qualities of form and space by developing construction and modelling techniques to realise their own ideas
 | * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
* Adapt their work according to their views and describe how they might develop it further. Use a blank star diagram with 4 points
 | * Explore the work of artists, craftspeople and designers working in different times and cultures and make comparisons and contrasts
* Question and make thoughtful observations about starting points and select ideas to use in their work.
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| Year 4 Vocabulary | Tints, textural effects, composition, colour language, e.g. watery, intense, strong, opaque, translucent, scarlet, crimson, emerald, wash, scale, zoom | Base, extend, translation, colour overlay, Stylised, decorative, simplified, relief, embossed, contour, rigid, pliable |  | Abstract, compare, contrast, representational ,,imaginary, impressionist, idealised, natural, still-life |
| Year 5 | **Drawing*** Work from a variety of sources including observation, photographs, digital images etc.
* Work in a sustained and independent way to create a detailed drawing.
* Use dry media to make different marks, lines, patterns and shapes within a drawing.

**Painting*** Develop a painting from a drawing.
* Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
* Create imaginative work from a variety of sources
* Mix and match colours to create atmosphere and light effects.
* Be able to identify and work with complementary and contrasting colours using colour theory
* Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
* Show an awareness of how paintings are created i.e. composition.
 | **Digital*** Use a graphics package to create and manipulate new images.
* Record, collect and store visual images
* Present recorded visual images using sculpture

**3-D*** Shape, form, model and construct from observation or imagination.
* Plan a sculpture through drawing and other preparatory work.
 | * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Use a blank star diagram with 8 points
* Adapt their work according to their views and describe how they might develop it further using more artistic vocabulary, e.g. proportion, scale, tonal variation
 | * Question and make thoughtful observations about the work of other artists and explain how the can use elements of their work as starting points for their own
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures and begin to explain artistic choices
* Identify artists who have worked in a similar way to their own work.
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| Year 5 Vocabulary | Contrasting colours, complimentary colours, colour wheel, composition, background, middle-ground, foreground, , post-impressionism, proportion, balance, scale, horizon | movement, motion, rhythm, structure, flexible, pliable, layered,  |  | abstract expressionism, expressive, surrealism, |
| Year 6 | **Drawing*** Develop close observation skills using a variety of view finders.
* Experiment with wet media to make different marks, lines, patterns, textures and shapes.
* Explore colour mixing and blending techniques with coloured pencils, pastels.
* Use different techniques for different purposes i.e. shading, cross-hatching.
* Start to develop their own style using tonal contrast and mixed media

**Painting*** Combine colours, tones and tints to enhance mood
* Use brush techniques and qualities of paint to create texture
* Create imaginative and expressive work from sensory inputs including music
* Consider contrasting colours in order to make details stand out from backgrounds
* Experiment with mark making to show different moods in response to music
* Sketch (lightly) before painting to combine line and colour
* Create a colour palette based on colours observed in natural world
* Use qualities of watercolour and acrylic paints to create visually interesting pieces
 | **Digital*** Be able to import an image (scanned, retrieved, taken) into a graphics package.
* Understand that a digital image is created by layering.
* Create layered images from original ideas.

**Printing*** Create printing blocks by simplifying an initial journal idea.
* Use relief or impressed print methods.
* Create prints with two or three overlays.
* Work into prints with a range of media, e.g. coloured pencils, pastels and watercolour.
 | * To explain how they think and feel about the colour, composition, style and technique used in their own work. Use a blank star diagram with 8 points and include a piece of writing
* Explain how effective they have been when communicating the artistic message that they wanted to convey
 | * Develop a personal style of painting, drawing upon ideas from other artists
* Identify artists who have worked in a similar way to their own and use a sketchbook to collect an develop ideas based on this

Explore the work of other artists, craftspeople and designers from different times and cultures. Explain using precise technical vocabulary the main techniques used by each artist |
| Year 6 Vocabulary | Reaction, synaesthesia, associate, senses, camouflage, positioning, en plein air, viewfinders, naturalistic | Resize, rotate, layers, etching, engraving, pressure, collograph, monoprint | * Communicate, message
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