



Art: Whole School Overview

| 1 | Drawing | Painting | Printing | Collage |
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| | <p>To be able to draw lines of different shapes and thickness. To be able to draw using pencil and crayons. To be able to draw lines of different shapes and thickness. To be able to communicate something about themselves in their drawing. To be able to create moods in their drawings.</p> | <p>To be able to print with sponges, vegetables and fruit. To be able to print onto paper and textile. To be able to design their own printing block. To be able to create a repeating pattern.</p> | <p>To be able to name the colours they use, including shades. To be able to create moods in their paintings. To be able to name the primary and secondary colours.</p> | <p>To be able to cut and tear paper and card for their collages. To be able to gather and sort the materials they will need?</p> |
| | Textiles | 3D | Use of IT | Knowledge |
| | <p>To be able to sort threads and fabrics. To be able to group fabrics and threads by colour and texture. To be able to weave with fabric and thread.</p> | <p>To be able to add texture by using tools. To be able to make different kinds of shapes. To be able to cut, roll and coil materials such as clay, dough.</p> | <p>To be able to use a simple painting program to create a picture. To be able to use tools like fill and brushes in a painting package.</p> | <p>To be able to describe what they see and like in the work of another artist/craft maker/designer. To be able to ask a sensible question about a piece of art.</p> |
| | <p>Exceeding To be able to create different tones using light and dark To be able to show patterns and texture in their drawings To be able to mix paint to create all the secondary colours To be able to say how other artist/craft maker/designer have used colour, pattern and shape</p> | | | |



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| 2 | Drawing | Painting | Printing | Collage |
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| | <p>To be able to create different tones using light and dark.</p> <p>To be able to show patterns and texture in their drawings.</p> <p>To be able to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> | <p>To be able to create a print using pressing, rolling, rubbing and stamping. C</p> <p>To be able to create a print like a designer.</p> | <p>To be able to mix paint to create all the secondary colours.</p> <p>To mix and match colours, predict outcomes.</p> <p>To be able to mix their own brown.</p> <p>To be able to make tints by adding white.</p> <p>To be able to make tones by adding black.</p> | <p>To be able to cut and tear paper and card for their collages.</p> <p>To be able to gather and sort the materials they will need.</p> |
| | Sketchbooks | 3D | Use of IT | Knowledge |
| | <p>To begin to demonstrate their ideas through photographs and in their sketch books.</p> <p>To be able to set out their ideas, using 'annotation' in their sketch books.</p> | <p>To be able to add texture by using tools.</p> <p>To be able to make different kinds of shapes.</p> <p>To be able to cut, roll and coil materials such as clay, dough.</p> | <p>To be able to use a simple painting program to create a picture.</p> <p>To be able to use tools like fill and brushes in a painting package.</p> | <p>To be able to describe what they see and like in the work of another artist/craft maker/designer.</p> <p>To be able to ask a sensible questions about a piece of art.</p> |
| | <p>Exceeding</p> <p>To be able to compare the work of different artists.</p> <p>To be able to use a range of brushes to create different effects.</p> <p>To be able to add onto their work to create texture and shape.</p> <p>To be able to make notes in their sketch books about techniques used by artists.</p> | | | |



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| 3 | Drawing | Painting | Printing | Collage |
| | <p>To be able to show facial expressions in their drawings.</p> <p>To be able to use their sketches to produce a final piece of work</p> <p>To be able to write an explanation of their sketch in notes.</p> <p>To be able use different grades of pencil shade, to show different.</p> | <p>To be able to make a printing block</p> <p>Can they make a 2 colour print.</p> | <p>To be able to predict with accuracy the colours that they mix.</p> <p>To know where each of the primary and secondary colours sits on the colour wheel.</p> <p>To be able to create a background using a wash.</p> <p>To use a range of brushes to create different effects.</p> | <p>To be able to cut very accurately.</p> <p>To be able to overlap materials.</p> <p>To be able to experiment using different colours.</p> <p>To be able to use mosaic.</p> <p>To be able to use montage.</p> |
| | Sketchbooks | 3D | Use of IT | Knowledge |
| | <p>To be able use their sketch books to express feelings about a subject and to describe likes and dislikes.</p> <p>To be able to make notes in their sketch books about techniques used by artists.</p> <p>Can they suggest improvements to their work.</p> | <p>To add onto their work to create texture and shape.</p> <p>To be able to work with life size materials.</p> <p>To be able to create pop-ups.</p> <p>To be able use more than one type of stitch.</p> <p>To be able to join fabric together to form a quilt using padding.</p> <p>To use sewing to add detail to a piece of work.</p> <p>To add texture to a piece of work.</p> | <p>To use the printed images, they take with a digital camera and combine them with other media to produce art work.</p> <p>To be able to use IT programs to create a piece of work that includes their own work and that of others (using web).</p> <p>To use the web to research an artist or style of art.</p> | <p>To be able to compare the work of different artists.</p> <p>To explore work from other cultures.</p> <p>To explore work from other periods of time.</p> <p>To begin to understand the view points of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</p> |



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| <p>Exceeding</p> <p>To be able to use their sketch books to adapt and improve their original ideas.</p> <p>To be able to keep notes about the purpose of their work in their sketch books.</p> <p>To be able to experiment with different styles which artists have used.</p> <p>To successfully use shading to create mood and feeling.</p> | | | | |
| 4 | Drawing To be able to begin to show facial expressions and body language in their sketches. To be able to identify and draw simple objects, and use marks and lines to produce texture. To be able to organise line, tone, shape and colour to represent figures and forms in movement. Can they show reflections. To be able to explain why they have chosen specific materials to draw with. | Painting To be able to print using at least four colours. To create an accurate print design. To be able to print onto different materials? | Printing To be able to create all the colours they need. To be able to create mood in their paintings. To successfully use shading to create mood and feeling. | Collage To be able to use ceramic mosaic. To be able to combine visual and tactile qualities. |
| | Sketchbooks | 3D | Use of IT | Knowledge |



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| | <p>To be able to use their sketch books to express their feelings about various subjects and outline likes and dislikes.</p> <p>To be able to produce a montage all about themselves.</p> <p>To use their sketch books to adapt and improve their original ideas.</p> <p>To be able to keep notes about the purpose of their work in their sketch books.</p> | <p>To be able to experiment with and combine materials and processes to design and make 3D form.</p> <p>To begin to sculpt clay and other mouldable materials.</p> <p>To be able to use early textile and sewing skills as part of a project</p> | <p>To be able to present a collection of their work on a slide show.</p> <p>To be able to create a piece of art work which includes the integration of digital images they have taken.</p> <p>To be able to combine graphics and text based on their research</p> | <p>To be able to experiment with styles which artists have used.</p> <p>To be able to explain art from other periods of history.</p> |
| | <p>Exceeding</p> <p>To learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</p> <p>To be able to keep notes in their sketch books as to how they might develop their work further.</p> <p>To use their sketch books to compare and discuss ideas with others.</p> | | | |
| 5 | <p>Drawing</p> <p>To be able to identify and draw simple objects, and use marks and lines to produce texture.</p> <p>To successfully use shading to create mood and feeling.</p> <p>To be able to organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>To be able to they show reflections.</p> <p>To be able to explain why they have chosen specific materials to draw with.</p> | <p>Painting</p> <p>To be able to print using a number of colours.</p> <p>To be able to create an accurate print design that meets a given criteria.</p> <p>To be able to print onto different materials.</p> | <p>Printing</p> <p>To be able to create a range of moods in their paintings.</p> <p>To be able to express their emotions accurately through their painting and sketches.</p> | <p>Collage</p> <p>To be able to use ceramic mosaic to produce a piece of art.</p> <p>To be able combine visual and tactile qualities to express mood and emotion.</p> |



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| | <p>To keep notes in their sketch books as to how they might develop their work further.</p> <p>To be able to use their sketch books to compare and discuss ideas with others.</p> | <p>To be able to experiment with and combine materials and processes to design and make 3D form.</p> <p>To be able to sculpt clay and other mouldable materials.</p> <p>To be able to use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.</p> <p>This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery?</p> | <p>To be able to create a piece of artwork which includes the integration of digital images they have taken.</p> <p>To be able to combine graphics and text based on their research.</p> <p>To be able to scan images and take digital photos, and use software to alter them, adapt hem and create work with meaning.</p> <p>To be able to create digital images with animation, video and sound to communicate.</p> | <p>To be able to experiment with different styles which artists have used.</p> <p>To be able to learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</p> |
| | <p>Exceeding To be able to use sketches communicate emotions and a sense of self with accuracy and imagination. To be able to make a record about the styles and qualities in their work. Can they say what their work is influenced by? Can they include technical aspects in their work, e.g. architectural design?</p> | | | |
| 6 | Drawing | Painting | Printing | Collage |
| | <p>To be able to use sketches communicate emotions and a sense of self with accuracy and imagination.</p> <p>To be able to why they have combined different tools to create their drawings.</p> <p>To be able to explain why they have chosen specific drawing techniques.</p> | <p>To be able to overprint using different colours.</p> <p>To be able to look carefully at the methods they use and make decisions about the effectiveness of their printing methods.</p> | <p>To explain what their own style is.</p> <p>To use a wide range of techniques in their work.</p> <p>To be able to explain why they have chosen specific painting techniques.</p> | <p>To be able to justify the materials they have chosen.</p> <p>To be able to combine pattern, tone and shape.</p> |
| | Sketchbooks | 3D | Use of IT | Knowledge |



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| <p>To be able to use their sketch books containing detailed notes, and quotes explaining about items.</p> <p>To be able to compare their methods to those of others and keep notes in their sketch books.</p> <p>To be able to combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>To be able to adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</p> | <p>To be able to create models on a range of scales.</p> <p>To be able to create work which is open to interpretation by the audience.</p> <p>To be able to include both visual and tactile elements in their work.</p> | <p>To be able to use software packages to create pieces of digital art to design.</p> <p>To be able to create a piece of art which can be used as part of a wider presentation.</p> | <p>To be able to make a record about the styles and qualities in their work.</p> <p>To be able to say what their work is influenced by.</p> <p>To be able to include technical aspects in their work, e.g. architectural design.</p> |
| Exceeding | | | |



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