

EMERSONS GREEN - Art Skills

	Sketchbooks and developing ideas	Drawing	Painting	Printing	Mixed Media	3D / Sculpture	Textiles	Use of IT	Key vocabulary
EYFS		<p>Hold and control a variety of media and use them to make and repeat various marks and lines.</p> <p>Use lines to create shapes, patterns and textures.</p> <p>Drawing with light lines (e.g. chalk) on a dark surface.</p> <p>Drawing on a range of surfaces and scales.</p> <p>Recognise that other artists have drawn and painted the same things that they do.</p>	<p>Enjoy using a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise, name and match the primary colours being used.</p> <p>Mix colours to create new shades and tones.</p> <p>Explore working with paint on different surfaces.</p>	<p>Make rubbings from textured surfaces (e.g. leaf, brick, coin).</p> <p>Make simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p>	<p>Cut straight lines.</p> <p>Tear paper into strips and simple shapes.</p> <p>Apply adhesive sparingly and place glued surfaces together accurately.</p> <p>Classify materials into textures and colours.</p>	<p>Mould and create simple shapes with malleable materials, e.g. dough</p> <p>Assemble and dis-assemble component parts of a range of construction kits.</p> <p>Combine boxes and other found materials to create junk models.</p> <p>Use simple tools to cut, shape and impress patterns and textures in a range of materials.</p>	<p>Collect and classify fabrics and threads into colours and different textures.</p> <p>Hold scissors and cut fabrics and threads.</p> <p>Thread beads onto a lace or string.</p> <p>Dressing themselves and talking about fastenings and the different fabrics.</p> <p>Begin to understand that fabrics can be found in a range of thicknesses, textures, patterns and colours.</p>	<p>Use paint packages to make pictures.</p> <p>Use online art activities to create repeating patterns.</p> <p>Take and use own photographs to cut and add to collage work.</p> <p>With support, begin to combine text and images using appropriate packages – use drag and drop activities for labelling stories and pictures.</p> <p>Exploring mark and image making using paint packages.</p> <p>Exploring mark-making on the interactive whiteboard.</p>	<p>Observation</p> <p>Different</p> <p>Similar</p> <p>Compare</p> <p>Artist</p> <p>Draw</p> <p>Pattern</p> <p>Repeating</p> <p>Thick</p> <p>Thin</p> <p>Line</p> <p>Shape</p> <p>Colour</p> <p>Materials</p> <p>Tools</p> <p>Match</p> <p>Mix</p> <p>Primary Colours</p> <p>Model</p> <p>Collage</p> <p>Textiles</p> <p>Rolling</p> <p>Kneading</p> <p>Shaping</p> <p>Texture</p> <p>Construct</p> <p>Join</p> <p>Natural</p> <p>Man-made</p>
YEAR 1	<p>Start to explore ideas and simple media explorations in a sketchbook.</p> <p>Start to describe differences and similarities and make links to their own work.</p>	<p>Experiment with a variety of media and different sized media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Use to: Name, match and draw lines/marks from observations. Invent new lines.</p> <p>Observe and draw shapes. Draw shapes in between objects. Invent new shapes.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Investigate tone by drawing light/dark lines, patterns and shapes.</p>	<p>Experiment with different brushes and other painting tools onto a variety of surfaces.</p> <p>Experiment with different techniques e.g. layering, mixing media, scrapping through, adding texture e.g. sand</p> <p>Colour – Continue to use primary colours. Explore lightening and darkening paint (shade and tone).</p>	<p>Experiment with different printing techniques:</p> <p>Rubbings</p> <p>Mono-Printing (Using carbon paper; Acetate)</p> <p>Block Printing using a range of hard and soft materials e.g. potatoes, cotton reels, sponges.</p> <p>Collagraph Printing (adding string, found objects onto a cardboard 'plate')</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Use to:</p>		<p>Experiment with constructing and joining a variety of materials: malleable media such as clay, Papier Mache, Salt dough.</p> <p>Recycled materials</p> <p>Natural materials.</p> <p>Man-made materials.</p> <p>Begin to manipulate malleable materials in a variety of ways including rolling and kneading and change the surface e.g. impress, apply, paint</p> <p>Use simple 2-D shapes to create a 3-D form with a range of materials</p>			<p>Similarities, explore, sketchbook, media, pencil, rubber, crayon, pastel, charcoal, felt tip, ballpoint, chalk, line, straight, curved, thick, thin, shapes names, light, dark, tone, pattern, texture, rub, smudge, copy, brush, artist's knife, tool, layering, scrapping, mixed media, surface, primary colours, lighten, darken, shade, tone, block print, mono-print, collagraph print, roller, found objects, environment, malleable, clay, Papier Mache, salt dough, rolling, kneading, Mould, purpose, materials, construct,</p>

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				<p>Build repeating patterns</p> <p>Overprint motifs</p> <p>Experiment with combining colours</p>		<p>Understand the safety and basic care of materials and tools</p> <p>Shape and mould materials for a purpose, e.g. pot, tile</p>		<p>join, form, natural, manmade, recycled, 2-D, 3-D, apply, paint</p>	
<p><b>YEAR 2</b></p>	<p>Plan and develop ideas and a range of media explorations in a sketchbook.</p> <p>Describe differences and similarities and make links to their own work.</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p>Control the types of marks made in a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and experiment using these on different surfaces.</p> <p>Use to: Continue to draw lines/marks; shapes and textures.</p> <p>Investigate tone by using a variety of drawing techniques such as stippling, hatching, scribbling and blending.</p>			<p>Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines that have been cut, folded, crumpled, torn or overlapped.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort, group and use materials for different purposes e.g. colour, texture, shape.</p>		<p>Cut and shape fabric using scissors/snips with support.</p> <p>Experiment with changing the look and texture of fabrics by knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Apply shapes and decoration with glue or by using simple stitching techniques (running stitch)</p> <p>Apply colour with printing, dipping, fabric crayons.</p>	<p>Explore ideas using digital sources e.g. the internet.</p> <p>Begin to use a graphics package to create images and effects with; Lines, by controlling the brush tool with increased precision and changing the type of brush to an appropriate style e.g. charcoal.</p> <p>Shapes, by making selections to cut, duplicate and repeat.</p> <p>Colours and textures, by making an appropriate choice of special effects</p> <p>Create images for a particular purpose.</p>	<p>Plan, develop, media, sketchbook, differences, similarities, review, pencil, rubber, crayon, pastels, felt tips, charcoal, ballpoints, chalk, surface, tone, techniques, stippling, hatching, scribbling, blending, photocopies, fabric, crepe paper, magazine, arrange, glue, background, sort, group, purpose, fold, crumple, tear, overlap, scale, colour, shape, create, arrange, texture, select, cut, shape, scissors, snips, modify, thread, knotting, fraying, fringing, pulling threads, twisting, plaiting, apply, glue, stitch, decoration, beads, buttons, feathers, printing, dipping, dye, weaving, digital, record, collect, graphics package, image, effect, precision, cut, duplicate, repeat, filter, manipulate.</p>
<p><b>YEAR 3</b></p>	<p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to compare ideas, methods and approaches in their own and others' work</p>	<p>Continue to control the types of marks made with a wide range of drawing implements, including experimenting with different grades of pencil.</p> <p>Use to: Continue to draw appropriate lines/marks.</p>			<p>Create images from a variety of media that have been cut, folded, crumpled, torn, overlapped and layered.</p> <p>Continue to consider and choose different backgrounds for a collage.</p>	<p>Construct and join using clay.</p> <p>Manipulate clay in a variety of ways including rolling and kneading and change the surface through using patterns or textures.</p>	<p>Record and collect visual information / ideas using digital cameras, video recorders</p> <p>Confidently use a graphics package to create and manipulate new images.</p>	<p>Media, explore, experiment, collect, material, compose, ideas, methods, approach, adapt, develop, sustained, surface detail, grades of pencil, implements, third dimension, tone, texture, pattern, collage, tear, overlap, layer, represent,</p>	

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	<p>and say what they think and feel about them.</p> <p>Begin to adapt their work according to their views and describe how they might develop it further.</p>	<p>Begin to show an awareness of objects having a third dimension.</p> <p>Apply tone by using a variety of drawing techniques such as stippling, hatching, scribbling and blending.</p>			<p>Use collage as a means of collecting ideas and information.</p>	<p>Understand the safety and care of materials and tools</p> <p>Plan, design and produce larger models in clay using pinch/ slab/ coil techniques, from observation or imagination.</p>		<p>Present recorded visual images using software e.g. Photo-story.</p>	<p>visual vocabulary, plan, design, make, observation, imagination, join, base, construct, clay, pinch, slab, coil, intricate, pattern, texture, record, collect, store, visual, digital, graphics programme, import, scan, retrieve, layering.</p>
YEAR 4	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works from a range of sources.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate sketchbooks.</p>	<p>Over a sustained period of time, continue to control the types of marks made with a wide range of drawing implements, including confidently using different grades of pencil for effect.</p> <p>Use to: Continue to draw appropriate lines/marks; textures and tone.</p> <p>Begin to show an awareness of perspective.</p> <p>Have opportunities to begin to develop drawings and begin to understand why they best suit.</p>	<p>Begin to control types of marks made including work on a range of scales e.g. thin brush on small picture.</p> <p>Work with different effects and textures including. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Colour - know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.</p> <p>Start to develop a painting from a drawing.</p>	<p>Confidently refer to and use different previously used printing techniques.</p> <p>Experiment with; Intaglio Printing (Create printing blocks using the impressed method into polystyrene).</p> <p>Eraser Printing (Create a printing block using the relief method).</p> <p>Use to: Create a print using with two colour overlays</p> <p>Create printing blocks by simplifying an initial sketch book idea</p>			<p>Cut and shape fabric using scissors/snips.</p> <p>Develop skills in joining fabrics and adding decoration using a range of stitches (running; blanket)</p> <p>Create and use dyes to apply colour i.e. onion skins, tea, coffee</p>		<p>Collect, record, visual information, source, plan, collect, material, compare, approaches, adapt, annotate, sustained, techniques, grades of thickened, pencil, form, shape, line, mark, perspective, develop, scale, blocking, washes, thickened, textural, primary, secondary, tint, shade, block printing, relief, impressed, overlay, combine, print, dye, weave, stitch, cut, join.</p>
YEAR 5	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Explore and consolidate skills.</p> <p>Begin to review and revisit ideas in their sketchbooks;</p> <p>Begin to offer feedback using technical vocabulary;</p>	<p>Working in a sustained and independent way, use dry and wet media to produce detailed drawings.</p> <p>Use to: Continue to make appropriate marks, lines, patterns, textures, tone and shapes within a drawing and begin to colour mix with wet media.</p>	<p>Control the types of marks made.</p> <p>Work confidently with different effects and textures by using own experiences.</p> <p>Colour - Mix and match colours to create atmosphere and light effects. Be able to identify primary, secondary, complementary and contrasting colours.</p>			<p>Confidently construct and join using clay and experiment with using ModRoc</p> <p>Confidently, manipulate clay in a variety of ways and produce intricate patterns and textures.</p> <p>Gain experience in modelling over an armature: newspaper frame for ModRoc.</p>	<p>Accurately cut and shape fabric using scissors/snips.</p> <p>Confidently plan how to join fabrics and add decoration using a wide range of stitches and to modify and change threads and fabrics.</p> <p>Confidently choose a range of techniques to apply more than one colour e.g. printing, dying, tie dye</p>		<p>Collect, record, visual information, source, plan, explore, consolidate, technical vocabulary, feedback, critical, sustained, independent, detailed, observation, view finders, line, mark, tone, form, texture, dry media, wet media, perspective, composition, foreground, middle ground, background, sculpture, preparatory, shape,</p>

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	<p>Begin to think critically about their art and design work;</p>	<p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Have opportunities to begin to develop drawings further using a range of techniques and begin to understand why they best suit.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p>	<p>Develop a painting from preliminary studies, trying out different media and materials and mixing appropriate colours.</p>			<p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Use and care for tools and materials safely and explain why this needs to be done.</p> <p>Plan and design a sculpture through drawing and other preparatory work from observation or imagination.</p>	<p>Demonstrate experience in combining techniques to produce an end piece:</p> <p>Use language appropriate to skill and technique.</p>		<p>model, form, construct, observation, imagination, recycled, man-made, natural, join, clay, slab, coil, slip, armature, ModRoc, intricate, malleable, glaze, paint, polish, execute, printing, dyeing, weaving and stitching, modify, combine.</p>
<p><b>YEAR 6</b></p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Explore and consolidate skills and use sketchbooks in cross curricular ways.</p> <p>Review and revisit ideas in their sketchbooks;</p> <p>Offer feedback using technical vocabulary;</p> <p>Think critically about their art and design work;</p>	<p>Working in a sustained and independent way over several sessions, confidently use dry and wet media.</p> <p>Use to: Continue to make appropriate marks, lines, patterns, textures, tone and shapes within a drawing and confidently colour mix with wet media.</p> <p>Use perspective, composition, scale and proportion consistently when producing a drawing, when appropriate.</p> <p>Develop their own drawing style and be able to describe it and how they might develop it further.</p>	<p>Purposely control the types of marks made.</p> <p>Work confidently and experiment with different effects and textures by using own experiences.</p> <p>Colour - Mix and match colours to create atmosphere and light effects. Be able to identify primary, secondary, complementary and contrasting colours. Work with complementary colours. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Work in a sustained way to develop their own style of painting.</p> <p>Create imaginative work from a variety</p>	<p>Demonstrate experience in a range of previously used printmaking techniques and be able to describe these processes.</p> <p>Experiment with: Lino Printing and investigate negative and positive/reverse prints.</p> <p>Use to: Create prints with three or more colour overlays</p> <p>Develop ideas from a range of sources.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>Confidently make choices about which media, colours, textures and techniques to use to create collages</p> <p>Add collage to a painted, printed or drawn background</p> <p>Use collage as a means of extending work from initial ideas.</p>		<p>Record, collect and store visual information / ideas using digital cameras, video recorders</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering and create layered images (from original ideas (sketch books etc.)</p> <p>Present recorded visual images using software e.g. PowerPoint</p>	<p>Collect, record, visual information, source, plan, collect, explore, consolidate, cross curricular, review, revisit, technical vocabulary, critically, sustained, line, tone, pattern, texture, observation, drawing style, perspective, composition, scale, proportion, develop, create, initial, simplify, printmaking techniques, process, positive and negative, work into, overlay, initial, collage, technique.</p>	

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		<p>Continue to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>of sources e.g. observational drawing, themes, poetry, music</p>						
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