

Year Three Art Objectives

National Curriculum Objectives

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas
- to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)
- understand the historical and cultural developments of art forms

Skills Development in Art for Key Stage Two

▪ **Exploring and Developing Ideas**

- Record from first-hand evidence, experience and imagination for a variety of purposes
- Question and make thoughtful observations about starting points for work
- Collect visual and other information to develop ideas, including using a sketchbook

▪ **Investigating and Making**

- Investigate and combine visual and tactile qualities and match them to the purpose of their work
- Apply and develop use of tools and techniques, including drawing
- Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods

▪ **Evaluating**

- Compare methods and ideas used in their own and others' work and say what they think and feel
- Adapt work in response to their feelings about it

Children should gain experience of the following during Year 3:

Drawing

- Use observational drawing as a starting point for other work
- Create mono tonal still life (black and white, using rubber for white etc.)
- Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.
- Encourage close observation of objects in both the natural and man-made world.
- Observe and draw simple shapes.
- Encourage more accurate drawings of people - particularly faces looking closely at where feature and the detail they have (composition of faces).

Colour - painting, pastels, ink, watercolours, printmaking

- Introduce middle ground when teaching composition
- Look at different artists techniques - can children choose tools to recreate these?
- Introduce different types of brushes for specific purposes.
- Begin to apply colour using dotting, scratching, splashing to imitate an artist.
- Predict with accuracy the colours that they mix
- Do they know where each of the primary and secondary colours sits on the colour wheel?
- Extend exploring colour mixing to applying colour mixing.
- Pointillism - control over coloured dots, so tone and shading is evident.

• **Print Making**

- Use the equipment and media with increasing confidence.
- Use relief and impressed printing processes.
- Use sketchbook for recording textures/patterns.
- Use language appropriate to skill.
- Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.)
- Explores images through mono printing & layered on a variety of papers
- Explore colour mixing through overlapping colour prints deliberately.

Form -3D Sculpture/Collage - Clay, cardboard, modrock, wire

- Use the clay tools to create texture and pattern.
- Shape, form, model and construct from observation and / or imagination with increasing confidence.
- Plan and develop ideas in sketchbook and make simple choices about media.
- Have an understanding of different adhesives and methods of construction
- Begin to have some thought towards size

Digital Media

- Record and collect visual information using digital cameras and video recorders
- Present recorded visual images using software e.g. Photostory, PowerPoint

Knowledge

- Can they compare the work of different artists?
- Can they explore work from other cultures?
- Can they explore work from other periods of time?
- Are they beginning to understand the viewpoints 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?

Key Skills

Communication Skills

- I can recount my work in my Art Sketch Book
- I can say what I think and feel about the work of others and my own
- My skills in: painting, textiles and sculpture help me to communicate my ideas, using: Colour, pattern, texture, line & tone, shape & form.

Application of Mathematics

- I recognise right angles in shapes or objects
- I recognise and draw parallel and perpendicular lines
- I can visualise and make 3d shapes from 2d drawings

Information Technology

- I use a software to alter scanned images
- I present some ICT work on a slide show presentation
- Combine digital images with other media

Working With Others

- I know about artists and craftspeople from other times
- I am beginning to understand the viewpoints of others by looking at images, people, places etc. from a different angle
- I can make useful comments on the ideas of others
- I can reflect on the work of others and offer feedback

Improving Own Learning and Performance

- I keep notes in my Art Sketch Book of how I would change my work.
- I compare my work to that of famous artists or craftspeople

Problem Solving

- I experiment with ways of presenting finished artwork
- I experiment with different materials and techniques to find the best ones for the purpose of my work
- I know that art can be both visual and tactile. I choose the best combination for my work

Year Four Art Objectives

National Curriculum Objectives

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas
- to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)
- understand the historical and cultural developments of art forms

Skills Development in Art for Key Stage Two

▪ Exploring and Developing Ideas

- Record from first-hand evidence, experience and imagination for a variety of purposes
- Question and make thoughtful observations about starting points for work
- Collect visual and other information to develop ideas, including using a sketchbook

▪ Investigating and Making

- Investigate and combine visual and tactile qualities and match them to the purpose of their work
- Apply and develop use of tools and techniques, including drawing
- Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods

▪ Evaluating

- Compare methods and ideas used in their own and others' work and say what they think and feel
- Adapt work in response to their feelings about it

Children should gain experience of the following during Year 4: (built on experiences within Year 3)

Drawing

- Introduce the concepts of scale and proportion.
- Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)
- Identify and draw the effect of light (shadows) on a surface, on objects and people.
- Encourage more accurate drawings of facial features to show expression e.g eyes and mouths
- Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.
- compose a picture (eg. Assemble still life), organise it, then draw
- introduce focusing device (like view finder) to focus children on an interesting part

Colour - painting, pastels, ink, watercolours, printmaking

- Extend mark making and creating patterns
- Research textures, or patterns in sketch book
- Mix and match colours to those in a work of art.
- Work with one colour against a variety of backgrounds.
- Observe colours on hands and faces - mix flesh colours.
- Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.
- Use colour to reflect mood or feeling (Matisse)

Form -3D Sculpture/Collage - Clay, cardboard, modrock, wire

- Plan and develop ideas in sketchbook and make informed choices about media.
- Explore ways of creating surface patterns / textures.
- Work safely, to organize working area and clear away.
- Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc)
- Consider light and shadow, space and size.
- Investigate, analyse and interpret natural and manmade forms of construction.
- Make more complex shapes and talk about balance and stability
- Introduce slab making and decorating on top adding extra pieces of clay using slip

Digital Media

- Use a graphics package to create images and effects with;
- Lines_by controlling the brush tool with increased precision
- Changing the type of brush to an appropriate style e.g. charcoal
- Experiment with colours and textures_by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose
- Can they create a piece of art work which includes the integration of digital images they have taken?

Knowledge

- Can they experiment with different styles which artists have used?
- Can they explain art from other periods of history? (William Morris)

Key Skills

Communication Skills

- I can show relationships between people in my drawings
- I can say what I think and feel about the work of others and my own
- My skills in: drawing, collage and photography help me to communicate my ideas using: colour, pattern, texture, line & tone, shape & form.

Application of Mathematics

- * I can use the properties of shapes to explore patterns (eg tessellation, Islamic Art etc) (Mondrian/kllee)
- I use the Internet to research artists
- I can visualise and make 3d shapes from 2d drawings

Information Technology

- I use the printed images I take with a digital camera and combine them with other media
- Can they present a selection of their work as a slide show?
- I scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.

Working With Others

- I can describe and explain art from other cultures, and know how artefacts came to be in museums
- I work on group projects, sharing my ideas and listening to others to design artefacts.

Improving Own Learning and Performance

- I keep notes about the purpose of my work in my Art Sketch Book, using labels, captions and short paragraphs.
- Do they use their sketch books to adapt and improve their original ideas?
- I look at my own work and that of others, discussing whether it meets the purpose.

Problem Solving

- I can select visual information about people to show in my portraits
- I take meaning from: images, stories, drama, music, the Natural world and artefacts to generate ideas for my work

Year Five Art Objectives

National Curriculum Objectives

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas
- to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)
- understand the historical and cultural developments of art forms

Skills Development in Art for Key Stage Two

▪ Exploring and Developing Ideas

- Record from first-hand evidence, experience and imagination for a variety of purposes
- Question and make thoughtful observations about starting points for work
- Collect visual and other information to develop ideas, including using a sketchbook

▪ Investigating and Making

- Investigate and combine visual and tactile qualities and match them to the purpose of their work
- Apply and develop use of tools and techniques, including drawing
- Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods

▪ Evaluating

- Compare methods and ideas used in their own and others' work and say what they think and feel
- Adapt work in response to their feelings about it

Children should gain experience of the following during Year 5: (build on experiences within Year 4)

Drawing

Experiment with a variety of new media (eg. Biro, inks)

- Explore tones and lines (cross-hatching, scumbling) linked to other artists' work
- Use shading to create mood and feeling
- Organise line, tone, shape and colour to represent figures and forms in movement?
- Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.
- Encourage more accurate drawings of facial features to show expression
- Produce increasingly detailed preparatory sketches for painting and other work.

Colour - painting, pastels, ink, watercolours, printmaking

- Mix colour media and produce layered paintings
- Use colour to express moods and feelings
- Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.
- Controlling and experimenting particular qualities of tone, shades, hue and mood.
- Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.
- Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.
- Consider artists use of colour and application of it (Pollock, Monet)

Print Making

Create prints using a variety of materials and printing surfaces

Research print and print designs (eg. William Morris)

- Experienced in combining prints taken from different objects to produce an end piece.
- Experiment with ideas, to plan in sketchbook (repeated prints, block prints, colour).
- Experienced in producing pictorial and patterned prints.
- Designs prints for fabrics, book covers and wallpaper
- Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)
- Discuss and evaluate the effectiveness of own work and that of others. (Morris, labelling, etc.)

Form -3D Sculpture/Collage - Clay, cardboard, recycled materials

- Use sketchbook to inform, plan and develop ideas.
- Shape, form, model and join with confidence.
- Produce more intricate patterns and textures.
- Work directly from observation or imagination with confidence.
- Take into account the properties of media being used.
- Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)

Digital Media

- Record, collect and store visual information using digital cameras, video recorders and integrate this into their art work
 - Present recorded visual images using software e.g. Photostory, PowerPoint
- Create digital images with animation, video and sound to communicate their ideas

Key Skills

Communication Skills

- I look at familiar still-life objects to paint and draw
- My work uses both visual and tactile qualities. Sometimes they are combined in one piece of work
- My work has a purpose and a meaning. I use: Painting, print, textiles, and sculpture in my work.
- Can they explain why they have chosen specific materials to draw with?

Application of Mathematics

- My 3d and tactile work includes a range of shapes, such as pyramids, prisms, triangles and quadrilaterals.
- I make 2d and 3d shapes that are accurate
- I use language such as angles, faces, symmetry

Information Technology

- I create digital images with animation, video and sound to communicate my ideas. I present them to others.
- I use the Internet for research
- I combine graphics and text based on my research of commercial design (Eg to create a logo for a club etc)

Working With Others

- I compare and discuss my ideas with others
- I can work as part of a group involved in a project to research, design and create an artefact or piece of art

Improving Own Learning and Performance

- I keep notes in my Art Sketch Book about how I might develop my work further
- I learn about the work of others through looking at their work in books, the Internet, visits to galleries and other sources of information

Problem Solving

- I take meaning from: Images, stories, drama, music, the Natural world, and artefacts to generate ideas for my work
- I combine: colour, pattern, texture, line & tone, shape & form to suit the purpose of my work

Year Six Art Objectives

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▪ **Investigating and Making**

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- Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods

▪ **Evaluating**

- Compare methods and ideas used in their own and others' work and say what they think and feel
- Adapt work in response to their feelings about it

Children should gain experience of the following during upper key stage two:

Drawing

- Use variety of drawing media on one piece of work
- Produce increasingly accurate drawings of people & portraits using combined media
- Produce increasingly detailed preparatory sketches for painting and other work.
- Introduce the concept of perspective.
- Work on a variety of scales and collaboratively.
- Independently selects materials and techniques to use to create a specific outcome.
- Explain why they have combined different tools to create their drawings

Colour - painting, pastels, ink, watercolours, printmaking

- Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.
- Look at other artists' work in relation to mood, feeling, purpose, to influence own art work
- Controlling and experimenting particular qualities of tone, shades, hue and mood.
- Considering colour for purposes
- Use colour to express moods and feelings.

Form -3D Sculpture/Collage - Clay, cardboard, natural materials

- Observational work of natural objects
- Experiment with and combine materials and processes to design and make 3D form
- Discuss the use of abstract shapes in modern sculpture (eg. Henry Moore, Barbara Hepworth)
- Create large scale models in groups (eg. W.E.E.E man, Land Art - Goldsworthy, Gormley)
- Include both visual and tactile elements in their work
- Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings

Digital Media

- Use a graphics package to create and manipulate new images
- 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 (sketch books etc.)

Knowledge

- Can they 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?

Key Skills

Communication Skills

- My work communicates movement as well as still life
- My 3d work involves: Modelling, textiles and ceramics and I use a number of techniques to represent my ideas
- My 2d work is refined and I experiment with styles to reflect my ideas

Application of Mathematics

- I know that a full rotation is 360° and make rotating patterns
- I use language such as angles, faces, pairs of parallel lines, symmetry
- I use my knowledge of probability to make visual or other representations of the likelihood of an event

Information Technology

- My work includes: video, images, visual effects, sound to convey meaning and purpose
- I use software to design

Working With Others

- I can work as part of a group involved in a project to research, design and create an artefact or piece of art
- I negotiate and listen so the process is collaborative
- I ask questions to find out the cultural and social role of museums and galleries.

Improving Own Learning and Performance

- I look very carefully at the methods I use and make decisions about the effectiveness of my methods
- I adapt and refine my work to reflect its meaning and purpose, keeping detailed notes and annotations in my Art Sketch Book
- Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books?

Problem Solving

- I investigate how to organise and combine line, tone, shape, and colour to represent figures and forms in movement
- I work out which visual information I need and combine this with other information