

## Statutory National Curriculum Objectives – Art

<b>KS1</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to use a range of materials creatively to design and make products</li><li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul>
<b>KS2</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• about great artists, architects and designers in history.</li></ul>

Skill	Year 1	Year 2
<b>Generic skill</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions about the starting points for their work</li> <li>• Develop their ideas – try things out, change their minds</li> <li>• Review what they and others have done and say what they think and feel about it.</li> <li>• Identify what they might change in their current work or develop in future work</li> <li>• Record and explore ideas from first hand observations</li> <li>• <b>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about the starting points for their work</li> <li>• Develop their ideas – try things out, change their minds</li> <li>• Review what they and others have done and say what they think and feel about it.</li> <li>• Identify what they might change in their current work or develop in future work</li> <li>• Record and explore ideas from first hand observations</li> <li>• <b>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</b></li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Experiment with a variety of media; pencils, rubbers, crayons, felt tips.</li> <li>• Control the types of marks made with the range of media; pencils, rubbers, crayons, felt tips.</li> </ul> <p><u>Lines and marks</u></p> <ul style="list-style-type: none"> <li>• Name, match and draw lines/marks from observations.</li> <li>• Draw on different surfaces with a range of media - pencils, rubbers, crayons, felt tips.</li> <li>• Use differently textured and sized media.</li> </ul> <p><u>Shape</u></p> <ul style="list-style-type: none"> <li>• Observe and draw shapes from observations.</li> <li>• Draw shapes in between objects.</li> </ul> <p><u>Tone</u></p> <ul style="list-style-type: none"> <li>• Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</li> </ul> <p><u>Texture</u></p> <ul style="list-style-type: none"> <li>• Investigate textures by describing, naming, rubbing, copying.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a variety of media; pastels, charcoal, ballpoints, chalk.</li> <li>• Control the types of marks made with the range of media; pastels, charcoal, ballpoints, chalk.</li> </ul> <p><u>Lines and marks</u></p> <ul style="list-style-type: none"> <li>• Name, match and draw lines/marks from observations.</li> <li>• Invent new lines.</li> <li>• Draw on different surfaces with a range of media; pastels, charcoal, ballpoints, chalk.</li> <li>• Use differently textured and sized media.</li> </ul> <p><u>Shape</u></p> <ul style="list-style-type: none"> <li>• Observe and draw shapes from observations.</li> <li>• Draw shapes in between objects.</li> <li>• Invent new shapes.</li> </ul>

	<u>Pattern</u> <ul style="list-style-type: none"> <li>• Create patterns using a range of media; pencils, rubbers, crayons, felt tips.</li> </ul>	<u>Tone</u> <ul style="list-style-type: none"> <li>• Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</li> </ul> <u>Texture</u> <ul style="list-style-type: none"> <li>• Investigate textures by describing, naming, rubbing, copying.</li> </ul> <u>Pattern</u> <ul style="list-style-type: none"> <li>• Create patterns using a range of media; pastels, charcoal, ballpoints, chalk.</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including different brush sizes and types</li> <li>• Mix and match water based paint to artefacts and objects</li> <li>• Experiment with tools and techniques mixing water based paint</li> </ul> <u>Colour</u> <ul style="list-style-type: none"> <li>• Identify primary colours by name</li> </ul> <u>Texture</u> <ul style="list-style-type: none"> <li>• Create textured paint by adding sand, plaster</li> </ul> <u>Tone</u> <ul style="list-style-type: none"> <li>• Investigate tone by mixing colours to create dark and light tones.</li> </ul> <u>Pattern</u> <ul style="list-style-type: none"> <li>• Create patterns using water based paint</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including different brush sizes and types</li> <li>• Mix and match colours to artefacts and objects</li> <li>• Work on different scales</li> <li>• Experiment with tools and techniques layering and scraping through</li> <li>• Use different types of paints because of their properties watercolours, water based paint, oil based paint</li> </ul> <u>Colour</u> <ul style="list-style-type: none"> <li>• Identify primary colours by name</li> </ul> <u>Tone</u> <ul style="list-style-type: none"> <li>• Mix primary shades and tones</li> </ul> <u>Pattern</u> <ul style="list-style-type: none"> <li>• Create patterns using watercolours, water based paint, oil based paint</li> </ul>
<b>Sculpture</b>	<p>Through use of Playdough, model magic and sand</p> <ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading</li> <li>• Explore sculpture with a range of malleable media</li> <li>• Manipulate malleable materials for a purpose</li> </ul>	<p>Through use of clay, mud/soil and sand</p> <ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading</li> <li>• Explore sculpture with a range of malleable media</li> <li>• Manipulate malleable materials for a purpose making a fossil.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the safety and basic care of materials and tools</li> </ul> <u>Form</u> <ul style="list-style-type: none"> <li>• Experiment with constructing and joining recycled, natural and manmade materials</li> <li>• Use simple 2-D shapes to create a 3-D form</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the safety and basic care of materials and tools</li> </ul> <u>Form</u> <ul style="list-style-type: none"> <li>• Experiment with constructing and joining recycled, natural and manmade materials</li> <li>• Use simple 2-D shapes to create a 3-D form</li> </ul> <u>Texture</u> <ul style="list-style-type: none"> <li>• To use tools on the surface of the malleable material (pyramids) to create texture</li> </ul>
<b>Other art, craft and design techniques</b>		

Skill	Year 3	Year 4
<b>Generic skill</b>	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record visual information from different sources.</li> <li>• Draw for a sustained period of time at an appropriate level.</li> </ul> <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements charcoal, pencil, crayon, chalk, pastels, pens etc.</li> <li>• Experiment with different grades of pencil to create lines and marks.</li> </ul> <p><u>Form and Shape</u></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil to draw different forms and shapes.</li> </ul> <p><u>Tone</u></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil to achieve variations in tone.</li> <li>• Apply tone in a drawing in a simple way.</li> </ul> <p><u>Texture and Pattern</u></p> <ul style="list-style-type: none"> <li>• Create textures with a range of drawing implements.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with ways in which surface detail can be added to drawings.</li> <li>• Use sketchbooks to collect and record visual information from different sources.</li> <li>• Draw for a sustained period of time at an appropriate level.</li> </ul> <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Experiment with different grades of pencil and other implements (pens etc) to create lines and marks.</li> </ul> <p><u>Form and Shape</u></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Begin to show an awareness of objects having a third dimension.</li> </ul> <p><u>Tone</u></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone.</li> </ul> <p><u>Texture and Pattern</u></p>

	<ul style="list-style-type: none"> <li>• Apply a simple use of pattern and texture in a drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Create textures with a wide range of drawing implements.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> </ul>
<b>Sculpture or Painting</b>	<p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes</li> <li>• Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object - volcano</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</li> <li>• Work on a range of scales e.g. thin brush on small picture etc.</li> <li>• Create different effects and textures with paint according to what they need for the task.</li> </ul> <p><b><u>Colour</u></b></p> <ul style="list-style-type: none"> <li>• Mix colours and know which primary colours make secondary colours</li> <li>• Use more specific colour language</li> <li>• Mix and use tints and hues</li> </ul>
<b>Artist, designer or architect</b>	<ul style="list-style-type: none"> <li>• Designer</li> </ul>	<ul style="list-style-type: none"> <li>• Artist</li> </ul>
<b>Other art, craft and design techniques</b>	<p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</li> <li>• Use collage as a means of collecting ideas and information and building a visual vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Skill	Year 5	Year 6
<b>Generic Skills</b>	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, including observation, photographs and digital images.</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop close observation skills using a variety of view finders.</li> <li>• Use a sketchbook to collect and develop ideas.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul> <p><u>Lines, Marks, Tone, Form &amp; Texture</u></p> <ul style="list-style-type: none"> <li>• Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, including observation, photographs and digital images.</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop close observation skills using a variety of view finders.</li> <li>• Use a sketchbook to collect and develop ideas.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul> <p><u>Lines, Marks, Tone, Form &amp; Texture</u></p> <ul style="list-style-type: none"> <li>• Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> </ul>

		<u>Perspective and Composition</u> <ul style="list-style-type: none"> <li>• Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>• Show an awareness of how paintings are created i.e. Their composition</li> </ul>
<b>Sculpture or Painting</b>	<u>Sculpture</u> <ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation or imagination</li> <li>• Use recycled, natural and man-made materials to create sculptures</li> <li>• Plan a sculpture through drawing and other preparatory work</li> <li>• Develop skills in using clay inc. slabs, coils, slips, Produce intricate patterns and textures in a malleable media</li> </ul>	<u>Painting</u> <ul style="list-style-type: none"> <li>• Develop a painting from a drawing</li> <li>• Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</li> <li>• Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</li> </ul> <u>Colour</u> <ul style="list-style-type: none"> <li>• Mix and match colours to create atmosphere and light effects</li> <li>• Be able to identify primary secondary, complementary and contrasting colours</li> <li>• Work with complementary colours</li> </ul>
<b>Artist, designer or architect</b>	Architect	
<b>Other art, craft and design techniques</b>	<u>Collage</u> <ul style="list-style-type: none"> <li>• Add collage to a painted, printed or drawn background</li> <li>• Use a range of media to create collages</li> <li>• Use different techniques, colours and textures etc when designing and making pieces of work</li> <li>• Use collage as a means of extending work from initial ideas</li> </ul>	