



Sandfield Primary School

Subject area: Art

Intent statement: At Sandfield we intend for all children to have an appreciation of art in all its forms, foster a love of their own creativity and evaluate and learn from mistakes and setbacks along the way. Children will have the opportunity to express their ideas through a wide range of mediums including painting, collage, sculpture and printmaking. Art is taught across the curriculum with opportunities to celebrate the work of all pupils.

Skills, knowledge and vocabulary are taught through a two-year cycle phased approach.

	EFYS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> *Begin to use a variety of drawing tools –felt tips, crayons, chalk, pencils, oil pastels, paint, stampers, DoodleBuddy onipads, 2Paint on laptops, messy play mark making, marbling ink, water on surfaces, sand tray mark making * Use drawings to tell a story * Investigate different lines * Explore different textures 	<ul style="list-style-type: none"> *Extend the variety of drawings tools * Explore different textures * Observe and draw landscapes *Observe patterns *observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> * experiment with tools and surfaces * draw a way of recording experiences and feelings * discuss use of shadows, use of light and dark * Sketch to make quick records 	<ul style="list-style-type: none"> * Experiment with the potential of various pencils * close observation * initial sketches as a preparation for painting *accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> *Identify and draw the effect of light *scale and proportion * accurate drawings of whole people including proportion and placement * Work on a variety of scales * computer generated drawings 	<ul style="list-style-type: none"> * effect of light on objectsand people from different directions * interpret the texture of a surface * produce increasingly accurate drawings of people * concept of perspective 	<ul style="list-style-type: none"> * effect of light on objectsand people from different directions * interpret the texture of a surface * produce increasingly accurate drawings of people * concept of perspective
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> *Experimenting with and using primarycolours * Naming *mixing (not formal) * Learn the names of different tools thatbring colour * Use a range of tools to make colouredmarks. 	<ul style="list-style-type: none"> *name all the colours * mixing of colours *Find collections of colour * applying colour witha range of tools 	<ul style="list-style-type: none"> * Begin to describe colours by objects * Make as many tones of one colour as possible (using white) * Darken colours without using black * using colour on a large scale 	<ul style="list-style-type: none"> * colour mixing * Make colour wheels * Introduce different typesof brushes * techniques- apply colourusing dotting, scratching, splashing (Art unit relating to the journey of war from destruction to jubilation) 	<ul style="list-style-type: none"> * colour mixing and matching; tint, tone, shade * observe colours * suitable equipment forthe task *colour to reflect mood 	<ul style="list-style-type: none"> * hue, tint, tone, shadesand mood * explore the use of texturein colour * colour for purposes 	<ul style="list-style-type: none"> * hue, tint, tone, shadesand mood * explore the use of texturein colour * colour for purposes * colour to express feelings
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> * Handling, manipulating and enjoying using materials - playdough, clay, sand, messy play, food models, collage materials, recycled materials *Sensory experience *Simple collages 	<ul style="list-style-type: none"> * weaving * collage * Sort according to specific qualities * how textiles create things 	<ul style="list-style-type: none"> * overlapping and overlaying to create effects *Use large eyed needles – running stitches * Simple appliqué work * Start to explore other simple stitches * collage 	<ul style="list-style-type: none"> *Use smaller eyed needlesand finer threads * weaving * Tie dying, batik 	<ul style="list-style-type: none"> *Use a wider variety of stitches * observation and design of textural art *experimenting with creating mood, feeling, movement- *compare different fabrics 	<ul style="list-style-type: none"> *use stories, music, poemsas stimuli * Select and use materials * embellish work *artists using textiles 	<ul style="list-style-type: none"> * Develops experience in embellishing * Applies knowledge of different techniques to express feelings * Work collaboratively on a larger scale
Form (3D work, clay, dough, boxes, wire, paper sculpture)	<ul style="list-style-type: none"> *Handling, feeling, enjoying andmanipulating materials *Constructing *Building and destroying *Shape and model 	<ul style="list-style-type: none"> *Construct *Use materials to make known objectsfor a purpose * Carve *Pinch and roll coilsand slabs using a modelling media. * Make simple joins 	<ul style="list-style-type: none"> * Awareness of natural and man-made forms *Expression of personal experiences and ideas * to shape and form from direct observation (malleable and rigid materials) * decorative techniques * Replicate patterns and textures in a 3-D form * work and that of other sculptors 	<ul style="list-style-type: none"> *Shape, form, model and construct (malleable andrigid materials) * Plan and develop * understanding of different adhesives and methods of construction * aesthetics (Building air raid shelters) 	<ul style="list-style-type: none"> * Plan and develop * Experience surface patterns / textures * Discuss own work and work of other sculptors * analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> * plan and develop ideas * Shape, form, model andjoin *observation or imagination * properties of media * Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> * plan and develop ideas * Shape, form, model andjoin * observation or imagination * properties of media * Discuss and evaluate own work and that of other sculptors (Building fairgrounds)

<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> * Rubbings * Print with variety of objects * Print with block colours 	<ul style="list-style-type: none"> * Create patterns * Develop impressed images * Relief printing 	<ul style="list-style-type: none"> * Print with a growing range of objects * Identify the different forms printing takes 	<ul style="list-style-type: none"> * relief and impressed printing * recording textures/patterns * monoprinting * colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> * Use sketchbook for recording textures/patterns * Interpret environmental and manmade patterns * modify and adapt print 	<ul style="list-style-type: none"> * combining prints * design prints * make connections * discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> * Builds up drawings and images of whole or parts of items using various techniques * Screen printing * Explore printing techniques used by various artists (lino print)
<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> * repeating patterns * irregular painting patterns * Simple symmetry 	<ul style="list-style-type: none"> * Awareness and discussion of patterns * repeating patterns * symmetry 	<ul style="list-style-type: none"> * Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning * natural and manmade patterns * Discuss regular and irregular 	<ul style="list-style-type: none"> * pattern in the environment * design * using ICT * make patterns on range of surfaces * symmetry 	<ul style="list-style-type: none"> * Explore environmental and manmade patterns * tessellation 	<ul style="list-style-type: none"> * Create own abstract pattern to reflect personal experiences and expression * create pattern for purposes 	<ul style="list-style-type: none"> * Create own abstract pattern to reflect personal experiences and expression (Fairground art) * create pattern for purposes
<p>Vocabulary</p>	<p>Line, thick, thin, wavy, straight, pencil, mark making, colour, texture, shape, size, texture, experiment, explore, control, glue, sticking, paper, fabric, imagination, practice, decorate, media</p>	<p>Observation, scale, line, soft, broad, narrow, fine, pattern, detail, bold, texture, smooth, rough, wrinkly, bumpy, colour, tone, shiny, light/dark, pale, deep, shape, mixing, primary colours, tones, techniques, layering, mixed media, materials, products, manipulate, clay, safety, tools, experiment, properties, paint, create, texture, construct, join, surface, variety, image, media, fabric, stitch, decorate, apply, dyes, weaving, printing, found objects, repetition, motifs</p>	<p>Charcoal, pencil, pen, chalk, pastels, grades, forms, dimensions, variations, tone, pattern, texture, proportion, emotion, expression, primary/secondary colours, mix, tints, shades, experiment, effect, texture blocking, washes, layering, brush, record, observe, review, revisit, improve, master, design, techniques, materials, create, surface, pattern, modelling, join, construct, shape, develop, slabs, coils, range, collage, overlapping, layering, represent, printing, dyeing, weaving, stitching, develop, relief, overlays</p>	<p>Observation, photography, visual images, lines, marks, tone, form, texture, pattern, shape, wet media, dry media, tonal, contrast, mixed media, shading, hatching, blending, perspective, composition, focal point, horizon, foreground, middle ground, background, sketchbooks, record, observations, review, revisit, improve, design, techniques, materials, mix and match, atmosphere, complementary colours, pattern, sculpture, collage, media</p>			