



# 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.

**Knowledge, skills, and vocabulary are taught through a two-year cycle phased approach.**

	EYFS	Year One	Year Two		Year Three	Year Four	Year Five	Year Six
<b>Exploring and developing ideas (on-going)</b>	Be able to make comments about what they have heard and ask questions to clarify their understanding (Listening, Attention and Understanding).	*to explore and begin to record ideas from first hand observation, experience and imagination. <ul style="list-style-type: none"> <li>to ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>be able to explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	*To be able to record and explore ideas from first hand observation, experience and imagination. <ul style="list-style-type: none"> <li>be able to ask and answer questions about the starting points for their work and the processes they have used.</li> <li>to identify and describe differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>		<ul style="list-style-type: none"> <li>Be able to select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>can question and make thoughtful observations about starting points in their work.</li> <li>To be able to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	*to be able to explain and record from first hand observation, experience and imagination, and explore ideas for different purposes. <ul style="list-style-type: none"> <li>can question, make thoughtful observations about starting points and select ideas to use in their work.</li> <li>be able to explore and explain the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>	*can demonstrate understanding and record from first hand observation, experience and imagination, and explore ideas for different purposes. <ul style="list-style-type: none"> <li>The child can question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>be able to explore and demonstrate understanding of the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	* can make reasoned judgements and record from first hand observation, experience and imagination, and explore ideas for different purposes. <ul style="list-style-type: none"> <li>able to question, make thoughtful observations and justify their starting points and select ideas and processes to use in their work.</li> <li>able to explore and make reasoned judgements of the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>
<b>Evaluating and developing ideas (on-going)</b>	Able to can offer explanations for why thing might happen, making use of recently introduced vocabulary (Speaking).  can share their creations, explaining the process they have used (Creating with Materials).	*Able to review what they have done and say what they think and feel about it. e.g. annotate sketchbook <ul style="list-style-type: none"> <li>can identify what they might change in their current work or develop in their future work.</li> </ul>	* can review what they and others have done and say what they think and feel about it. e.g. annotate sketchbook <ul style="list-style-type: none"> <li>can identify and explain what they might change in their current work or develop in their future work.</li> </ul>		* Able to compare ideas, methods and approaches in their own and others' work. <ul style="list-style-type: none"> <li>Able to adapt their work according to their views and describe how they might develop it further.</li> <li>Know how to annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Able to compare ideas, methods and approaches in their own and others' work and say what they think about them.               <ul style="list-style-type: none"> <li>able to explain adaptations to their work according to their views and describe how they might develop it further.</li> </ul> </li> <li>The child can annotate work in sketchbook.</li> </ul>	*able to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <ul style="list-style-type: none"> <li>be able to justify adaptations to their work according to their views and describe how they might develop it further.</li> <li>know how to annotate work in sketchbook.</li> </ul>	*can compare and critique ideas, methods and approaches in their own and others' work and say what they think and feel about them. <ul style="list-style-type: none"> <li>able to justify adaptations to their work according to their views and make reasoned judgements on how they might develop it further.</li> <li>know how to annotate work in sketchbook</li> </ul>

<p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>*To know how to use a variety of drawing tools –felt tips, crayons, chalk, pencils, oil pastels, paint, stampers, , messy play mark making, marbling ink, water on surfaces, sand tray mark making</li> <li>* Use drawings to tell a story</li> <li>*Investigate different lines</li> <li>* To know that lines enclose a space and use shapes to represent objects</li> </ul>	<ul style="list-style-type: none"> <li>*Extend the variety of drawings tools</li> <li>* To know how to make careful observation to draw landscapes and anatomy (faces, limbs)</li> <li>*Observe patterns</li> <li>*To know how to draw lines of different thickness using different pencils</li> <li>*To know how to show texture by adding dots and lines</li> </ul>	<ul style="list-style-type: none"> <li>* Experiment with tools and surfaces</li> <li>* To know drawing can be used as a way of recording experiences and feelings</li> <li>* To know what shadows are and discuss the use of light and dark</li> <li>* Sketch to make quick records</li> <li>* I know how to show tone by using different shades of pencil</li> </ul>		<ul style="list-style-type: none"> <li>* To know there are different grades of pencils to create different lines, tones and texture</li> <li>* To know how to annotate sketching to explain ideas</li> <li>* To apply knowledge of line, tone and shade to close observational drawing</li> <li>* To know that initial sketches are a process in preparing for painting</li> <li>* To create accurate drawings of people – particularly faces</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and draw the effect of light</li> <li>*To know how to draw with scale and proportion</li> <li>* To create accurate drawings of whole people including proportion and placement</li> <li>* To know how to work on a variety of scales</li> <li>* To know how to produce computer generated drawings</li> <li>*To use year group (drawing) specific art vocabulary when annotating sketches</li> </ul>	<ul style="list-style-type: none"> <li>* To know the effect of light on objects and people from different directions</li> <li>* To interpret the texture of a surface</li> <li>* To produce increasingly accurate drawings of people</li> <li>* To use a range of techniques to depict perspective and movement</li> <li>* To choose a suitable style for the outcome (realistic or impressionistic)</li> <li>* To know how a sketchbook develops ideas</li> <li>* To know the effect of light on objects and people from different directions</li> <li>* To interpret the texture of a surface</li> <li>* To produce increasingly accurate drawings of people</li> <li>* To use a range of techniques to depict perspective and movement</li> <li>* To know how to make a variety of marks with wet and dry media</li> <li>* To know how a sketchbook develops ideas</li> <li>* To know and identify artists who have worked in a similar way to their own work</li> <li>* To work in a sustained and independent way to create a detailed drawing</li> </ul>
<p><b>Painting</b></p>	<ul style="list-style-type: none"> <li>*Experimenting with and using primary colours</li> <li>* To know the names of colours</li> <li>*To know that mixing colours makes new colours</li> <li>* To know names of different tools that bring colour</li> <li>* To use a range of tools to make coloured marks</li> </ul>	<ul style="list-style-type: none"> <li>*To know a range of colour names</li> <li>* To know that different brush sizes produce different effects</li> <li>* To know how to mix primary colours into secondary colours</li> <li>* To find collections of colour shades</li> <li>* To learn techniques to apply colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to describe colours by objects</li> <li>* Know how to make as many tones of one colour as possible (using white)</li> <li>* Know how to darken colours without using black, using opposite colours on the colour wheel</li> <li>* To use knowledge of primary and secondary colours to create their own colour wheel</li> </ul>	<ul style="list-style-type: none"> <li>* To use a wider selection of brush techniques and brush types to produce shape, texture, pattern and line</li> <li>* To know specific techniques to apply colour - dotting, scratching, splashing, water colours to produce washes</li> <li>* To work confidently on a range of scales eg. Thin brush on small painting</li> </ul>	<ul style="list-style-type: none"> <li>* To know how to colour mix and match colours with increasing accuracy using tertiary colours</li> <li>* To use more specific colour language such as; tint, tone, shade and hue</li> <li>* To plan and know how to select suitable equipment and paints for the task</li> <li>* To know how colours reflect mood</li> <li>* To show increasing independence and creativity with the painting process</li> </ul>	<ul style="list-style-type: none"> <li>* To demonstrate a secure knowledge of primary and secondary, warm and cold, complimentary and contrasting colours</li> <li>* To be able to work on preliminary studies to test media and materials</li> <li>* To show an awareness of how paintings can be created (composition)</li> </ul>	<ul style="list-style-type: none"> <li>* To create shades and tints using black and white</li> <li>* To use appropriate paint, paper and implements to adapt and extend their work</li> <li>* To independently carry out preliminary studies test different media and materials and mix appropriate colours</li> </ul>
<p><b>Textiles/Collage</b></p>	<ul style="list-style-type: none"> <li>* To make use of props and materials when role playing characters in narratives and stories (Creating with Materials).</li> <li>* To draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function (Creating with Materials).</li> </ul>	<ul style="list-style-type: none"> <li>* To use a variety of techniques, including weaving, finger knitting, fabric crayons, sewing and binca</li> <li>* To thread a needle, cut, glue and trim material</li> <li>* To create images from imagination, experience or observation</li> <li>* To use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper</li> </ul>	<ul style="list-style-type: none"> <li>* To use a variety of techniques, including weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>* To be able to stitch, knot and use other manipulative skills (running stitch and cross stitch)</li> <li>* To be able to create textured collages from a variety of media</li> <li>*</li> </ul>	<ul style="list-style-type: none"> <li>* To use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué</li> <li>* To be able to use developing skills in stitching, cutting and joining</li> <li>* To overlapping and overlaying to create effects in collage</li> <li>* To know a range of sewing stitches</li> <li>* To know names of materials and equipment they use</li> </ul>	<ul style="list-style-type: none"> <li>* To use and combine a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>* To demonstrate skills required for stitching, cutting and joining techniques</li> <li>* To choose collage or textiles as a means of extending work already achieved.</li> <li>* To collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements</li> <li>* To be able to match the tool to the material</li> <li>* To refine and alter ideas and</li> </ul>	<ul style="list-style-type: none"> <li>* To use different techniques, colours and textures etc when designing pieces of work.</li> <li>* To join fabrics in different ways, including stitching.</li> <li>* To use a range of media to create collage.</li> <li>* To use different grades and uses of threads and needles.</li> <li>* To extend their work within a specified technique</li> <li>* To experiment with using batik safely.</li> </ul>	<ul style="list-style-type: none"> <li>* To use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>* To use awareness of the potential of the uses of material.</li> <li>* To be able to be expressive and analytical to adapt, extend and justify their work</li> </ul>

					explain choices using appropriate and relevant vocabulary * To begin to experiment with paste resist		
<b>3D Form</b>	<ul style="list-style-type: none"> <li>* To use a variety of construction materials</li> <li>* To know how to shape and model playdough/clay</li> <li>* To know how to use simple tools to effect changes to a material</li> <li>* To make use of props and materials when role playing characters in narratives and stories (Creating with Materials).</li> <li>* To draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function (Creating with Materials).</li> </ul>	<ul style="list-style-type: none"> <li>* To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>* To explore sculpture with a range of malleable media, especially clay.</li> <li>* To explore shape and form.</li> <li>* To experiment with, construct and join recycled, natural and man-made materials.</li> </ul>	<ul style="list-style-type: none"> <li>* To manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>* To explore sculpture with a range of malleable media, especially clay more confidently.</li> <li>* To confidently explore shape and form.</li> <li>* To experiment with, construct and join recycled, natural and man-made materials more confidently.</li> <li>* To understand the safety and basic care of materials and tools.</li> <li>* To build a texture</li> </ul>	<ul style="list-style-type: none"> <li>* To join clay adequately and work reasonably and independently</li> <li>* To construct a simple clay base for extending and modelling other shapes</li> <li>* To know how to shape, form, model and construct (malleable and rigid materials)</li> <li>* To cut and join wood safely and effectively</li> <li>* To know a range of different adhesives and methods of construction</li> <li>* To know how to plan, design and make models with suitable aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>* To make informed choices about the 3D technique chosen</li> <li>* To construct a simple clay base for extending and modelling other shapes showing an understanding of shape, space and form</li> <li>* To confidently use a selection of recycled, natural and man-made materials</li> <li>* To talk about own work, understanding that it has been sculpted, modelled and constructed</li> <li>* To plan, design, make and adapt models</li> </ul>	<ul style="list-style-type: none"> <li>* To describe different qualities involved in modelling, sculpture and construction</li> <li>* To plan a sculpture through drawing and other preparatory work</li> <li>* To use recycled, natural, man-made materials to create sculpture</li> <li>* To be able to make a mould and use plaster safely</li> </ul>	<ul style="list-style-type: none"> <li>* To develop skills in using clay, including slabs, coils and slips</li> <li>* To create sculpture and constructions with increasing independence</li> <li>* To make reasoned judgements when using recycled, natural and man-made materials to create sculpture</li> <li>* To make and evaluate a mould and use plaster safely</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>* Print with variety of objects</li> <li>* To know how to print with block colours</li> </ul>	<ul style="list-style-type: none"> <li>* To know how to make rubbings of textured objects including natural and man-made objects</li> <li>* To know how to create repeated patterns and recognise pattern in the natural environment</li> <li>* To carry out different printing techniques e.g mono print, block, relief and resist printing</li> </ul>	<ul style="list-style-type: none"> <li>* To know how to print using a variety of techniques e.g press and fabric printing</li> <li>* To know how to describe and design patterns of increasing complexity and repetition</li> <li>* To print using a variety of materials, objects and techniques</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to print using a variety of materials, objects and techniques including layering</li> <li>* To explore pattern and shape creating own designs for printing</li> <li>* To be able to describe the processes used to produce a simple print</li> </ul>	<ul style="list-style-type: none"> <li>* To know how to research, create and refine a print using a variety of techniques</li> <li>* Interpret environmental and manmade patterns</li> <li>* To select broadly the kinds of material to print with in order to get the effect they want</li> <li>* To be able to resist print, including marbling, silk screen and cold water paste</li> </ul>	<ul style="list-style-type: none"> <li>* To explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>* To organise independent work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>* To choose the printing method appropriate to task.</li> <li>* To build up layers and colours/textures.</li> <li>* To be able to choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>* To describe varied print techniques.</li> <li>* To be able to organise, alter and modify their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>* To be able to confidently print on paper and fabric.</li> <li>* To understand the layering of prints.</li> <li>* To be able to work relatively independently</li> </ul>
<b>Vocabulary</b>	Line, thick, thin, wavy, straight, pencil, mark making, colour, texture, shape, size, texture, experiment, explore, control, glue, sticking, paper, fabric, imagination, practice, decorate, media	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		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		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	