

Key
Drawing **Painting** **Sculpture**
 Indicating most prominent medium

Holy Trinity Academy Art & Design Skills Based Curriculum –

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art and design techniques: Drawing, painting and sculpture	Aut – Skeletons. Portraits Spr – Quentin Blake Sum – Eric Carle	Aut - Victorian Portraits Spr – Weather pictures Sum – Coats of Arms	Aut – Silhouettes Spr – Tinga-tinga/possible sculpture – paper mache bugs Sum - Rousseau	Aut – Britto Romero Spr – mosaics/shields Sum – Monet/Van Gogh	Aut - Saxon pots Spr – Picasso/portraits Sum–Viking figureheads	Aut - Ted Harrison Spr – Kandinsky Sum –Classical sculpture	Aut -WW2 Propaganda Spr – Margaret Godfry Sum – William Morris
	<i>Across all art disciplines</i>						
	I can question and make thoughtful observations about starting points and select ideas to use in my work. I can compare ideas, methods and approaches in mine and others' work and say what I think and feel about them ('Art Gallery'). I can adapt my work according to my views and describe how I might develop it further.	I can question and make thoughtful observations about starting points and select ideas to use in my work. I can compare ideas, methods and approaches in mine and others' work and say what I think and feel about them ('Art Gallery'). I can adapt my work according to my views and describe how I might develop it further.	I can question and make thoughtful observations about starting points and select ideas to use in my work. I can compare ideas, methods and approaches in mine and others' work and say what I think and feel about them ('Art Gallery'). I can adapt my work according to my views and describe how I might develop it further.	I can question and make thoughtful observations about starting points and select ideas to use in my work. I can compare ideas, methods and approaches in mine and others' work and say what I think and feel about them ('Art Gallery'). I can adapt my work according to my views and describe how I might develop it further.	I can question and make thoughtful observations about starting points and select ideas to use in my work. I can compare ideas, methods and approaches in mine and others' work and say what I think and feel about them ('Art Gallery'). I can adapt my work according to my views and describe how I might develop it further.	I can question and make thoughtful observations about starting points and select ideas to use in my work. I can compare ideas, methods and approaches in mine and others' work and say what I think and feel about them ('Art Gallery'). I can adapt my work according to my views and describe how I might develop it further.	I can question and make thoughtful observations about starting points and select ideas to use in my work. I can compare ideas, methods and approaches in mine and others' work and say what I think and feel about them ('Art Gallery'). I can adapt my work according to my views and describe how I might develop it further.
Drawing projects	I can use a pencil to make different marks and style of line I can use space to draw people, thinking carefully where things go I can draw to show a character's mood – happy, excited, sad, angry I can look carefully at a style and try to reproduce it – e.g. Blake/Carle	I can investigate and understand the features of Victorian portraits. I can say how I feel about looking at Victorian portraits. I can look carefully at the different shapes of my features using a mirror to help. I can use space carefully to draw my features. I can use and explore a variety of tools, incl. pencils, crayons, charcoal, chalk to draw my portraits. I can use drawing to show my ideas about line, shape and colour.	I can talk about famous artists – Henri Rouseeau – linking to topic I can say how I feel about Rousseau's work and explain some of the techniques he used I can use line to create texture I can use space to place different features of my work My work has a balance between used and left space I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ball point. I can draw for a sustained period of time from the figure and real objects, including single and grouped objects.	I can talk about famous artists – Britto Romero – linking to topic I can show appropriate proportion to convey my Egyptian figures – an awareness that Egyptian art has no true perspective; size indicates importance I can choose appropriate colours to show male and female figures and understand the colour meanings. I can show relationships between people in my drawings. I can experiment with different grades of sketching pencils to create depths of shadow. I can use my sketch book to collect and record visual information from different sources. I can understand the meaning of Egyptian wall art and recognize its style.	I can talk about famous artists – Pablo Picasso I can research Pablo-Picasso's artwork and say how I feel. I can draw a portrait using the techniques of Picasso. I am very aware of space when drawing features of my face and the relationship between them. I can draw a self-portrait using sketching pencils to represent colours and depth of shadow. I can choose appropriate grades of pencils suitable for the features in portraits and/or sketching artefacts. I can understand the meaning of Celtic knotwork and use this as inspiration within my artwork.	I can combine birds-eye and 3D representations of topography (mountain map work?). I can explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. I can use perspective in my drawing using a vanishing point. I can use hatching/shading to create shadows and depth (see Jen Aranyi's work)	I can look very carefully at the methods I use and make decisions about the effectiveness of my methods. I can use perspective in my drawings taking into account vanishing points I can use a full range of sketching pencils to create depth and distance. I can blend tones of pencils effectively. I can use hatching/shading to create depth I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

<p>Painting projects</p>	<p>I can choose my colours carefully to accurately reflect what I am drawing</p> <p>I think about the paint brush that I will need</p> <p>I look after and clean my brush when I need to</p>	<p>I can talk about and compare different artists – Monet, Hokusai, Van Gogh and Millet</p> <p>I can mix secondary colours and shades using different types of paint.</p> <p>I can use different sized brushes and explore different types of brush strokes.</p> <p>I can create a weather picture showing a foreground and background.</p> <p>I can choose appropriate colours to create atmosphere and mood.</p> <p>Collage: I can use a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.</p>	<p>I can talk about famous artists – Edouardo Tinga-Tinga – linking to topic</p> <p>I can say how I feel about Edouardo Tinga-Tinga's work and explain some of the techniques he used</p> <p>I can experiment with different materials and techniques to find the best ones for the purpose of my own work. E.g. acrylic paint, watercolours.</p> <p>I can mix a range of secondary colours, shades and tones.</p> <p>I can work on different scales.</p> <p>I can use different sized brushes and explore different types of brush strokes.</p> <p>I can create a landscape showing depth and understand the difference between foreground and background.</p> <p>I can choose appropriate colours to create a desired mood.</p>	<p>I can talk about famous artists – Van Gogh/Monet – linking to rivers topic</p> <p>I can use complementary (Monet) and contrasting (Van Gogh) colours to create a chosen effect.</p> <p>I can experiment with different materials and techniques to find the best ones for the purpose of my own work.</p> <p>I can use texture (gouache) to blur the boundaries between painting and sculpture.</p> <p>I can represent form as an impression rather than an exact image.</p> <p>I can mix a variety of colours and know which primary colours make secondary colours.</p> <p>I understand how to blend paints.</p> <p>I can experiment with different effects and textures, e.g. washes, thickened paint.</p> <p>I can work confidently on a range of scales, e.g. thin brush on small picture.</p> <p>I can create an artist's painting using an appropriate brush stroke to create the desired effect.</p>	<p>I can choose appropriate colours based on my knowledge of Heraldry to design and create my own Viking figurehead.</p> <p>I can work confidently on a range of scales, e.g. thin brush on small picture.</p> <p>I am beginning to understand the viewpoints of others by looking at images, people, places and so on from a different angle.</p> <p>I can select visual information – common signs and symbols - to show in my work.</p> <p>I can choose when to use and when to leave space.</p> <p>I can make and match colours with increasing accuracy.</p> <p>I can use more specific colour language, e.g. tint, tone, shade etc.</p> <p>I am aware of the different brush strokes that can be created and choose appropriate brush strokes for my desired effect.</p> <p>I can experiment with different effects and textures, e.g. washes, thickened paint.</p>	<p>I can talk about famous artists – Kandinsky – linking to fair trade</p> <p>I can use proportion and space appropriately in my work.</p> <p>I can learn about the work of others through looking at their work in books, the internet and other sources of information.</p> <p>I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>I can experiment with different effects and textures using different types of thickened paint.</p> <p>I am aware of the different brush strokes that can be created and choose appropriate brush strokes for my desired effect.</p> <p>I can blend colours effectively.</p> <p>I can ask questions to find out the cultural and social role of museums and galleries.</p>	<p>I can talk about famous artists – William Morris – linking to topic</p> <p>I can design repeating patterns in the style of William Morris.</p> <p>I can take purpose and meaning from the natural world and generate ideas for my work in pattern.</p> <p>I can use language such as parallel lines and symmetry when describing artwork.</p> <p>My 2D work is refined and I can experiment with styles to reflect my ideas.</p> <p>I can describe varied printing techniques and be familiar with layering prints.</p> <p>I can be confident with printing on paper and fabric.</p> <p>I can learn about the work of others through looking at their work in books, the internet and other sources of information.</p> <p>I can create shades and tints using black and white.</p> <p>I can blend water colours letting the water work (Dunkirk)</p>
<p>Sculpture projects</p>	<p>I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>I can explore shape and form.</p> <p>I can use tools in a variety of ways to shape my work and create line and texture</p>	<p>I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>I can explore shape and form.</p> <p>I can use tools in a variety of ways to shape my work and create line and texture</p>	<p>Use paper mache to make a frame</p> <p>Choose shapes – cardboard and balloons for a suitable frame</p> <p>Finish work to a high standard – working with paper mache</p>	<p>I can take meaning from Ancient replica artefacts to generate ideas for my work.</p> <p>I can use repeated regular shapes to make patterns/represent form.</p> <p>I can investigate forms of Roman art and different types of Roman mosaics.</p> <p>I can use the properties of shapes to explore patterns for my mosaic.</p> <p>I can leave appropriate gapping between the tiles for my mosaic.</p> <p>I can design my mosaic thinking about spacing and pattern.</p> <p>I can choose appropriate colours suitable for a Roman mosaic.</p>	<p>I can recognise and try to recreate Viking patterns in jewellery using appropriate tools – Oxenwood twisting.</p> <p>I can use a 'Metal wire twisting tool' and understand the safety aspect (Oxenwood)</p> <p>I can show an understanding of shape, space and form.</p>	<p>Theatre Masks (Use of Modroc and acrylic) – linking to Greek theatre/tragedy</p> <p>I can work intricately for a sustained period of time.</p> <p>I can understand and research about the Greeks and Renaissance and use this as inspiration for my own work.</p> <p>I can use strips of modroc to create a mountain structure.</p> <p>I can learn about 3D sculpture through looking at work in books, the internet and other sources of information.</p>	

<u>2. Range of materials used throughout year group.</u>		Sketching pencils Charcoal Crayons Chalk Poster paints Collage materials, e.g. tissue, magazines, paper Natural materials.	Sketching pencils Charcoal Felt tips Pastels Acrylic paint Watercolours Paper mache	Sketching pencils Charcoal Crayons Pastels Water colours Gouache Clay	Sketching pencils Felt tips Charcoal Air-drying clay Beads Water colours Acrylic paint	Sketching pencils Charcoal Felt tips Water colours (paint and pencils) Acrylic paint Modroc	Sketching pencils Charcoal Ink and nib pens Crayons Collage materials Acrylic paint Water colours
<u>3. Artists, craft makers and designers</u>	Quentin Blake Eric Carle	Hokusai Monet Van Gogh Jean Francois Millet	Henri Rousseau Eduardo Tinga-Tinga	Britto Romero Monet	Pablo Picasso	Jen Aranyi Kandinsky	William Morris