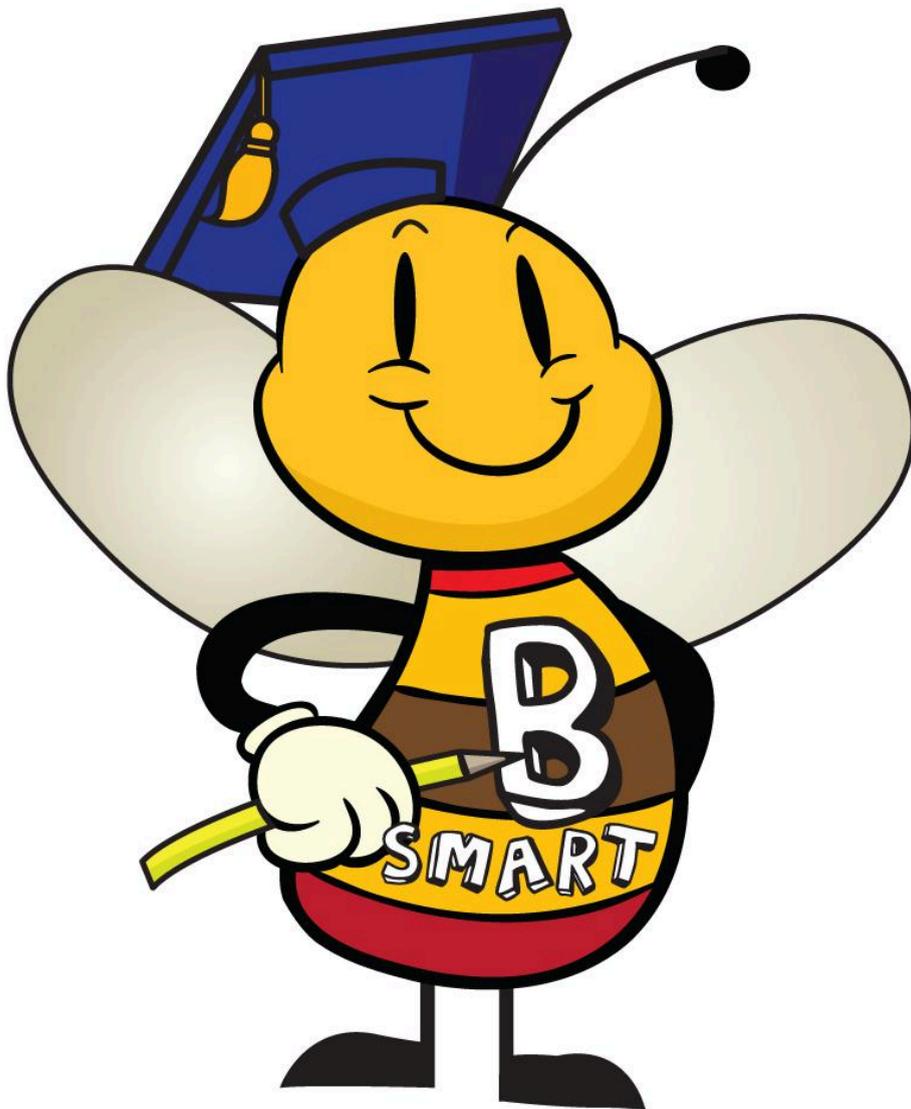


# Art and Design On Track Indicators



**On Track Indicators - Reception**

Autumn	Spring	Summer
<b>DRAWING</b> <b>Finding Circles</b> <b>To draw from observations</b>	<b>PRINTING</b> <b>To make a print on fabric</b>	<b>COLLAGE</b> <b>To create a collage picture</b>
<b>KEY LEARNING</b> <ul style="list-style-type: none"> <li>To draw from observations from the world around them</li> <li>To draw using a range of media e.g. chalk, charcoal, oil pastels, pencil, coloured pencils</li> </ul>	<b>KEY LEARNING</b> <ul style="list-style-type: none"> <li>To know that basic printing is to press down and lift of to print</li> <li>To print using everyday materials</li> <li>To print simple patterns using shape</li> </ul>	<b>KEY LEARNING</b> <ul style="list-style-type: none"> <li>To cut and stick different materials</li> <li>To choose different materials e.g string, cardboard, paper, leaves, flowers, buttons and cotton wool to make their pictures</li> </ul>
<b>PAINTING</b> <b>To paint a self portrait</b>	<b>TEXTILES</b> <b>To make a simple fabric book</b>	<b>SCULPTURE/3D</b> <b>To collect materials to make a bug hotel/To make a bug</b>
<b>KEY LEARNING</b> <ul style="list-style-type: none"> <li>To use a range of different sized paintbrushes and other tools</li> <li>To name the colours used in their painting</li> </ul>	<b>KEY LEARNING</b> <ul style="list-style-type: none"> <li>To use a range of materials and fabrics to create pictures</li> <li>To draw or paint on fabric and to observe what happens to their marks</li> </ul>	<b>KEY LEARNING</b> <ul style="list-style-type: none"> <li>To build a construction/sculpture using a variety of objects</li> <li>To use malleable media e.g clay, plasticine, playdough</li> <li>To use modelling tools to cut and shape</li> </ul>
<b>VOCABULARY</b> - draw, lines, circles, light/dark, artist Paint, brush, mix, red, blue, yellow, green, purple, orange, pink	<b>VOCABULARY</b> - press, stamp, print, pattern  Textile, fabric, pattern	<b>VOCABULARY</b> - collage, stick, glue  Clay, model, recycled, playdough, plasticine, 3D, build

**EYFS FRAMEWORK**

**Expressive Arts and Design**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills

**ELG**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used

**Physical Development**

- Progress towards a more fluent style of moving, with developing control and grace
- Develop their small motor skills so they can use a range of tools competently, safely and confidently
- Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor

**ELG**

- Use a range of small tools, including scissors, paintbrushes and cutlery

On Track Indicators - Year 1

Autumn A	Spring A	Summer A
<p>Drawing and Sketchbooks Spirals Pathway To make a spiral picture</p>	<p>Surface and Colour Exploring Watercolour Pathway To create a watercolour picture</p>	<p>Working in 3D Making Birds Pathway To make a 3D bird</p>
<p><b>Key Learning</b></p> <ol style="list-style-type: none"> <li>1. Pupils explore lines made by different drawing tools.</li> <li>2. Pupils make a drawing using a continuous line.</li> <li>3. Pupils begin a sketchbook and use it to make marks and observations.</li> <li>4. Pupils draw from observation and make sketches.</li> <li>5. Pupils make choices about different colours (pastels, chalks) to use in their drawings.</li> <li>6 Pupils learn about the artist Molly Haslund.</li> <li>7 Pupils evaluate their work and consider what was successful.</li> </ol>	<p><b>Key Learning</b></p> <ol style="list-style-type: none"> <li>1. Pupils learn to mark make with watercolour and understand the different effects it can achieve.</li> <li>2. Pupils learn about the artists Paul Klee and Emma Burleigh and share thoughts about their work.</li> <li>3. Pupils learn the primary colours and begin to understand how colours mix to make secondary colours.</li> <li>4 Pupils evaluate their work and consider what was successful.</li> </ol>	<p><b>Key Learning</b></p> <ol style="list-style-type: none"> <li>1 Pupils learn that sculpture is sometimes the name given to artwork in three dimensions.</li> <li>1 Pupils learn to use photographs and film to notice detail and to make drawings.</li> <li>2 Pupils learn to observe carefully.</li> <li>3 Pupils learn to experiment with a variety of different drawing materials - soft pencils, watercolour, wax crayons and graphite.</li> <li>4 Pupils learn to fold, tear, crumple and collage paper to transform from 2D to 3D.</li> <li>5 Pupils learn that their work can be part of a whole class display.</li> <li>6 Pupils and consider what was successful.</li> </ol>
<p><b>VOCABULARY</b> - lines, continuous line, observe, sketch, sketchbook, pastels, chalks, smudge, Molly Husland</p>	<p><b>VOCABULARY</b> - watercolours, watercolour paper, wet on dry, wet on wet, primary colours, secondary colours, Paul Klee</p>	<p><b>VOCABULARY</b> - sculpture, 3D and 2D, observe, soft pencils, watercolour, wax crayons, graphite pencil, collage</p>
<p><b>National Curriculum Statements</b></p>		
<p>KS1 To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To be taught about a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work</p>		

On Track Indicators - Year 2

Autumn	Spring	Summer
<p>Drawing and Sketchbooks Explore and Draw Pathway To make collections and collages</p>	<p>Surface and Colour Expressive Painting Pathway To create a painting in the style of Vincent Van Gogh</p>	<p>3D Making Stick Transformation Project To make 3-D figures</p>
<p><b>Key Learning</b></p> <ol style="list-style-type: none"> <li>1. Pupils understand how some artists explore the world around them to help them find inspiration.</li> <li>2. Pupils learn about the artists Rosie James and Alice Fox.</li> <li>3. Pupils explore their local environment and collect things that are of interest to them.</li> <li>4. Pupils use their sketchbooks to explore how they can use line, shape and colour.</li> <li>5. Pupils understand composition by arranging things they have collected.</li> <li>6. Pupils develop their observational drawing skills and focus for longer.</li> <li>7. Pupils learn to combine different media in their drawings such as wax resist and watercolour and graphite pencil and water.</li> <li>8. Pupils learn to evaluate their work .</li> </ol>	<p><b>Key Learning</b></p> <ol style="list-style-type: none"> <li>1. Pupils learn about the artists Vincent Van Gogh and Charlie French.</li> <li>2. Pupils learn that artists use paint in an expressive and loose way to make paintings full of colour.</li> <li>3. Pupils learn to share their responses to the work of the artists.</li> <li>4. Pupils continue to use their sketchbooks to explore brush marks and colour in response to the artists.</li> <li>5. Pupils learn to experiment with hues by changing the amount of primary colour added.</li> <li>6. Pupils learn to make painting tools to experiment with different effects.</li> <li>7. Pupils learn to share their final pieces and to talk about what they like and what went well.</li> </ol>	<p><b>Key Learning</b></p> <ol style="list-style-type: none"> <li>.1 Pupils learn to take a familiar object and think about what it might become.</li> <li>2. Pupils learn to use their sketchbooks to develop and test ideas.</li> <li>.3 Pupils learn to use materials to transform their object thinking about form and colour.</li> <li>4. Pupils cut materials and fasten materials with simple tools.</li> <li>5. Pupils learn to talk to the class about their creation and listen to feedback from classmates.</li> <li>6. Pupils learn to listen to their classmates talk about their work and share their thoughts about their classmate's work.</li> </ol>
<p><b>VOCABULARY</b> - sketchbooks, line, observations, media, wax resist</p>	<p><b>VOCABULARY</b> - expressive art, abstract, mark making, colour mixing, primary and secondary colours, hues, painting tools, inspired by, Van Gogh, Charlie French</p>	<p><b>VOCABULARY</b> - sculpture, 3D, sketchbooks, familiar object, form, materials, cut and fasten</p>
<p><b>National Curriculum Statements</b></p>		
<p>KS1 - Pupils should be taught: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To be taught about a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work</p>		

On Track Indicators - Year 3

Autumn	Spring	Summer
<p><b>Drawing and Sketchbooks</b>  <i>Gestural drawing with Charcoal</i>                      To create pictures with charcoal</p>	<p><b>Surface and Colour</b>  <i>Cloth, thread and paint</i>                      To create mixed media pictures</p>	<p><b>Working in 3 Dimensions</b>  <i>Telling Stories Through Drawing and Making</i>                      To create a 3-D character</p>
<p>1 Pupils learn about the artist Laura McKendry and talk about her work.                      2 Pupils experiment with the types of marks that can be made with charcoal using their hands as well as the charcoal.                      3 Pupils learn to make light and dark lines in their work.                      4 Pupils learn to talk about what they think is successful about their work, what they would change and to reflect on their classmates' work.</p>	<p>1 Pupils learn about artists who combine media to make interesting artwork, Alice Kettle.                      2 Pupils learn to use their sketchbook to capture ideas that interest them.                      3 Pupils use paint to capture a background on fabric.                      4 Pupils mix colours to create hues.                      5 Pupils use stitches and thread to add texture to their pictures.                      6 Pupils learn to share their work with others and take feedback on board.</p>	<p>1 Pupils learn that film and literature can be an inspiration for new artwork - Roald Dahl                      2 Pupils learn to use their sketchbook to understand and explore the work of other artists.                      3 Pupils learn to model and construct a character from a film or book, using clay                      4 Pupils learn to appreciate the models made by their classmates and can talk about the process.</p>
<p><b>VOCABULARY</b> - charcoal, lines, smudge, light and dark lights, Laura McKendry</p>	<p><b>VOCABULARY</b> - mixed media, cloth, fabric, paint, hues, stitches, thread, texture, Alice Kettle</p>	<p><b>VOCABULARY</b> - sketchbook, clay, model, tools, Roald Dahl</p>
<p><b>National Curriculum Statements</b></p>		
<p>KS2                      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.                      Pupils should be taught:                      To create sketch books to record their observations and use them to review and revisit ideas                      To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay)                      About great artists, architects and designers in history</p>		

On Track Indicators - Year 4

Autumn	Spring	Summer
<p>Drawing and Sketchbooks Storytelling Through Drawing To tell a story through pictures</p>	<p>Surface and Colour Exploring Still Life To create a picture using still life</p>	<p>Working in 3 Dimensions Festival Feasts To create 3-D food using clay</p>
<p>1 Learn about the artists Laura Carlin and Shaun Tan. 2 Learn that stories can be told through imagery. 3 Learn to use a sketchbook to experiment and record ideas. 4 To learn about composition. 5 To learn about sequencing images. 6 To learn to use some text in my drawings. 7. To select from a variety of media, charcoal, pastel, drawing ink 7 Learn to appreciate their work and that of their classmates and spot similarities and differences.</p>	<p>1 Learn about contemporary and traditional artists who work within the still life genre. 2 Learn to use a sketchbook to make visual notes, record and reflect. 3 Learn to draw from observation with increasing detail. 4 Learn about line, colour, shape, texture, form and composition with increasing detail 5 Learn to explain how my sketchbook work helped build my knowledge and skills used in my final piece.</p>	<p>1 Explore artists who have used food as a starting point for sculpture. 2 Use my sketchbook to record and reflect how the artists' work makes you feel. 3 Explore line, colour, shape, texture and form with increasing details. 4 Learn to transform and construct with different materials with increasing details e.g mod roc 5 Learn that your sculpture can be part of a larger piece of artwork.</p>
<p><b>VOCABULARY</b> -composition, sequencing images, charcoal, pastel, drawing ink, Laura Carlin, Shaun Tan</p>	<p><b>VOCABULARY</b> - still life, observation, line, colour, texture, form, traditional and contemporary artists, Paul Cezanne, Hilary Pecis, collage</p>	<p><b>VOCABULARY</b> - sketchbook, line, texture, colour, shape and form, mod roc, Nicole Dyer</p>

**National Curriculum Statements**

KS2

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.

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay)

About great artists, architects and designers in history

On Track Indicators - Year 5

Autumn	Spring	Summer
<p>Drawing and Sketchbooks Typography and Maps To use lettering to tell a story</p>	<p>Surface and Colour Mixed Media Land and City Scapes To create a picture with mixed media</p>	<p>Working in 3 Dimensions Set Design To create a model set for theatre or animation</p>
<p>1 Pupils learn that typography is the visual art of creating and arranging letters on the page to convey ideas and emotions. 2 Pupils learn about Louise Fili and her artwork and how she has used this medium. 3 To learn to use cutting and collage to make own letters. 4 Pupils learn to use their own sketchbook for referencing, testing and collating their own ideas and reflecting upon them. 5 Pupils learn to use mark making, cutting and collage skills and make a map that tells a story. 6 Pupils reflect on their work and give useful feedback to peers.</p>	<p>1 Pupils learn to use mixed media combinations to make land and cityscapes. 3. Use artists work to inspire their own 2 They learn that using different media creates different effects. 3 Pupils learn to use their sketchbook to explore and experiment with increasing details and observations. 4 Pupils reflect on their work and describe it to their peers.</p>	<p>1 Pupils explore the work of artists who design sets for theatre 2. They look at the work of Rae Smith. 3 Pupils respond to a given stimulus and they design and build a model set with increasing skill 4 Pupils use the disciplines of painting, making and drawing for their work 5 Pupils reflect on their work and describe it to their peers. They give feedback on their peer's work.</p>
<p><b>VOCABULARY</b> - typography, collage, sketchbook, cutting, Louise Fili</p>	<p><b>VOCABULARY</b> - mixed media, landscape, cityscape, sketchbook, Vanessa Gardiner, shadow, reflection, hatching, cross-hatching, tone, perspective</p>	<p><b>VOCABULARY</b> - set, theatre, imagination, design, painting, making and drawing</p>
<p><b>National Curriculum Statements</b></p>		
<p>KS2 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. Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay) About great artists, architects and designers in history</p>		

4On Track Indicators - Year 6

Autumn	Spring	Summer
<p><b>Drawing and Sketchbooks</b> 2D drawing to 3D making To turn a drawing into a 3D object</p>	<p><b>Surface and Colour</b> Exploring Identity To produce a layered portrait</p>	<p><b>Working in 3 Dimensions</b> Shadow Puppets To make a puppet</p>
<p>1 Pupils learn about the artist Lubaina Hamid. 2 Pupils use their sketchbooks to record observations, responses and reflections with increasing detail. 3 Pupils develop their understanding of line, colour, shape and composition to make their work interesting. 4 Pupils understand negative space and use the grid method to help them draw. 5 Pupils transform their drawing into a 3 dimensional object. 6 Pupils share their work with others and talk about their intention and outcome.</p>	<p>1 Pupils study artists whose work focuses on identity. 2 Pupils use their sketchbook to explore techniques and adapt them. 3 Pupils produce a layered portrait thinking about line, colour, shape and texture 4 Pupils appreciate the work of their peers and reflect on the similarities and differences of their work.</p>	<p>1 Pupils learn about the art of shadow puppets from the past to present and record observations and responses in their sketchbooks. 2 They learn about the artist Lotte Reiniger and Matisse. 3 Pupils learn about the art of paper cutting. 4 Pupils learn to articulate the cutouts to make the puppet move. 5 Pupils learn to work with their peers to create a collaborative experience. 6 Pupils reflect on their work and consider the similarities and differences of the puppets.</p>
<p><b>VOCABULARY</b> - 2D to 3D, line, colour, shape and composition, negative space, grid method, Lubaina Hamid</p>	<p><b>VOCABULARY</b> - techniques, layered portrait, adapt, paint, collage,</p>	<p><b>VOCABULARY</b> - shadow puppet, paper cutting, articulate, collaboration, Lotte Reiniger and Matisse</p>

**National Curriculum Statements**

KS2

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.

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay)

About great artists, architects and designers in history

