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| **Unit 1: Make your mark (Drawing)** | | **Key Skills:** |
| 1 | I know how to create different types of lines | **Unit 1**   * Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. * Developing observational skills to look closely and reflect surface texture through mark-making. * Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. * Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. * Describing and comparing features of their own work and other’s art work   **Unit 2**   * Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. * Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. * Further developing mark-making within a greater range of media, demonstrating increased control. * Developing observational skills to look closely and reflect surface texture through mark-making. * Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. * Creating a range of secondary colours by using different amounts of each starting colour or adding water. * Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects * Talking about art they have seen using some appropriate subject vocabulary. * Making links between pieces of art. * Explaining their ideas and opinions about their own and other’s art work, giving reasons * Beginning to talk about how they could improve their own work   **Unit 3**   * Exploring their own ideas using a range of media. * Beginning to develop skills such as measuring materials, cutting, and adding decoration.   **Unit 4**   * Using their hands to manipulate a range of modelling materials, including paper and card. * Exploring how to join and fix materials in place. * Creating 3D forms to make things from their imagination or recreate things they have seen. * Selecting colours, shapes and materials to suit ideas and purposes. * Designing and making something that is imagined or invented. * Beginning to develop skills such as measuring materials, cutting, and adding decoration. * Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. * Describing and comparing features of their own work and others’ artwork |
| 2 | I can explore line and mark-making to draw water |
| 3 | I can draw with different media |
| 4 | I can develop an understanding of mark making |
| 5 | I can apply an understanding of drawing materials and mark-making to draw from observation |
| Assessment | |
| **Unit 2: Life in Colour (Painting and Mixed Media y2 unit)** | |
| 1 | I can develop knowledge of colour mixing. |
| 2 | I know how texture can be created with paint. |
| 3 | I can use paint to explore texture and pattern |
| 4 | I can compose a collage, choosing and arranging materials for effect. |
| 5 | I can evaluate and improve artwork. |
| Assessment | |
| **Unit 3: Wool Wrapping (Craft and Design)** | |
| 1 | I know that art can be made in different ways |
| 2 | I can choose, measure, arrange and fix materials |
| 3 | I can explore plaiting, threading and knotting techniques |
| 4 | I can learn how to weave |
| 5 | I can combine techniques in a woven artwork |
| Assessment | |
| **Unit 4: Paper play (Sculpture and 3D)** | |
| 1 | I can roll paper to make 3D structures |
| 2 | I can shape paper to make a 3D drawing |
| 3 | I can apply paper-shaping skills to make an imaginative sculpture |
| 4 | I can work collaboratively to plan and create a sculpture |
| 5 | I can apply painting skills when working in 3D |
| Assessment | |

