|  |  |
| --- | --- |
| **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 |

