**Updated Art Objectives linked to Kapow and Debbie Watson Drawing Training – Progression - Skills and Depth MTP**

**Depth drawing skills are ongoing throughout the year in every year group. This is achieved by pencil dictionaries and links with other curriculum areas whenever drawings are required.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Year 1 and Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
| Cycle ACycle B FSChildren safely use and explore a variety of materials , tools and techniques, experimenting with colour, design, texture, form and function.Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.They represent their own ideas, thoughts and feelings through art. | Spring- High Sea AdventuresLandscapes using different media: **Kapow-The Seaside***Artists Van Gogh’s, Renoir, Sorolla and Peder Severin Krøyer*Drawing and Painting* To use a range of materials creatively to design and make products to use drawing and painting 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
* About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

*Link to Debbie Watson training, create a pencil dictionary and apply to drawings*Autumn or Summer Kapow- Formal elements of art.* To develop art techniques in pattern, texture and tone.
 | Autumn- Heroes and Villains**Kapow-Superheroes** *Artist Roy Lichtenstein*Sculpture and Mixed Media* 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
* About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Spring- The Great fire of London *Free Unit*KAPOW- Formal elements of art: Shape, Line and Colour* To develop skills in shape, line and colour.

Drawing and Painting*Link to Debbie Watson training, create a pencil dictionary and apply to drawings*Objectives:* Describe differences and similarities between a range of artists/ craft makers/ designers and make links to their own work.. Jan Griffiers / Granger/ Pollock
* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
 | Spring- Bedrock **Kapow-Prehistoric Art**Drawing and painting- * 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 and painting with a range of materials [for example, pencil, charcoal, paint, clay]
* About great artists, architects and designers in history

*Link to Debbie Watson training, create a pencil dictionary and apply to artwork*Summer- It’s A Kind of Magic! *Henri Matisse (Le Cirque from Jazz)*Collage* To learn about great artists in history.
* To improve mastery of Art and design techniques.
* To use sketchbooks to review and revisit ideas.
 | Autumn- MonstersDrawing and painting Artist Study (*You may wish to look at the works of illustrators for different versions of the Iron Man by Ted Hughs)**Link to Debbie Watson training, create a pencil dictionary and apply to artwork*Objectives:* To develop techniques, including their control and use of materials, with creativity and experimentation.
* To improve their mastery of art and design techniques including, drawing and painting.
* To create sketch books to record their observations and use them to review and revisit ideas.
* To learn about great artists in history.

Summer- Friends, Romans and Countrymen **Kapow-Sculpture***Artists-Arcimboldo, Sokari Douglas Camp and EL Anatsui** 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 sculpture.
* About great artists, architects and designers in history
 | Summer Term- Home**Kapow- Architecture** *Artist- Hundertwasser*Drawing and Painting* To develop techniques, including their control and use of materials, with creativity and experimentation.
* To improve their mastery of art and design techniques including, drawing and painting.
* To create sketch books to record their observations and use them to review and revisit ideas.
* To learn about great artists in history.

*Link to Debbie Watson training, create a pencil dictionary and apply to artwork* | Spring- The End of the World ?**Kapow-Still Life Memory Box***Camargo and Cezanne*Drawing and Painting*Link to Debbie Watson training, create a pencil dictionary and apply to artwork** To develop techniques, including their control and use of materials, with creativity and experimentation.
* To improve their mastery of art and design techniques including, drawing and painting.
* To create sketch books to record their observations and use them to review and revisit ideas.
* To learn about great artists in history.

Summer- Ariba, Ariba**Kapow-Make My Voice Heard***‘Guernica’ by Picasso and the confronting works of Käthe Kollwitz*3D Sculpture *(Mod Roc/ clay totem pole link to Kapow Unit Make My Voice Heard adapt ideas and principles)** To improve their mastery of art and design techniques including sculpture
* To create sketch books to record their observations and use them to review and revisit ideas.
* To learn about great artists in history.
 |
| Skills | Drawing * Using different media, makes a variety of patterned lines, wavy, straight, zig-zag, thick, thin, narrow, and wide.
* Drawing lines to represent the horizon line and the sea line.

Painting* Experimenting with and enjoying colour, e.g. using water colours for background wash, mixing powder/poster paint and primary colours.
* Paint using different tints and shades.
* Understand that light colours stand out and dark colours recede.
* Identify colours used in an artist’s work.
* Reproduce and apply an artist’s colour range to own work.
* Use a small brush to paint detail.

Collage* Cutting complex shapes using scissors safely and carefully.
* Find appropriate materials to create different textures.
* Create details using materials and objects.

Sketchbooks* Expresses thoughts and opinions about own drawings.
 | Drawing * Exploring tone using pencil, pastel and chalk.
* Using colour and marks to express mood.
* Draw faces that express different moods, knowing that the eyes, mouth and eyebrows convey the most emotion. Alter these features to show different expression

Painting* Experimenting with water colours, colour washes, ready mix paint etc.
* Representing things observed, remembered or imagined, using colour and tools.

Sculpture* Create 3D human form showing awareness of proportions of limbs.
* Blend wire and pipe cleaners into a shape.
* Use plasticine/ playdough to add details.
* Add texture to models using tools.

Sketchbooks* Can reflect on drawing and critique to improve.
* Can practice an idea and think through a design in draft before embarking on first piece.
 | Drawing * Using line and tone to represent things seen, remembered or

observed. * Exploring shading and using different media.

Painting* Introducing different types of brushes for specific purposes.
* Exploring the effect on paint of adding water, glue, sand and sawdust.
* Know that prehistoric people painted with muted earth colours.

Collage* Developing awareness of contrasts in texture and colour.
* Embellishing, using a variety of techniques.

Sketchbook* Use a sketchbook to gather and collect artwork and work out ideas for drawing.
* With support be able to select illustration for a a written piece based on content and find information to support the drawing of this.
 | Drawings (e.g. pencil, chalk, pastel,charcoal) * Drawing familiar things from different viewpoints.
* Using line, tone and shade to represent things seen, remembered or imagined, e.g. 3D effect.

Paintings * Introducing primary and secondary colours with the addition of black

and white and other hues. * Creating different effects by using a variety of tools and techniques such as wax resist to create pattern.

Sculpture* See further uses for recycled materials.
* Create a sculpture (a 3D solid piece of artwork) from reused materials.
* Arrange sections of a sculpture.

Sketchbook* Comment on art works using visual language and emotional responses.
* Can plan compositions and explore a variety of ideas before selecting favourite.
* Can draft and plan and make informed changes to inform and improve final piece.
 | Drawings * Experimenting with line, tone and shade.
* Using a range of materials to produce line, tone and shade.
* Using simple ways of introducing perspective.
* Draw from observation.
* Look closely at details such as roof tiles and bricks to interpret them accurately.
* Reimage a building by adding colours and motifs (taking inspiration from artists such as Hundertwasser.

Paintings * Using different methods, colour and a variety of tools and techniques to

express mood. * Investigating symbols, shapes, form and composition.
* Use the cropping method to select an area of art work to print.
* Create a clear print.

Sketchbooks* Present ideas and plan pieces by gathering thoughts, sketches, information in a sketch book.
* Reflect ideas and change course of action if appropriate
 | Drawings * Showing greater emphasis to detail,

e.g. facial expression, folds on clothing, proportion etc. Use charcoal to add shadows to a portrait.* Plan and create a drawn composition (where shapes or objects are put in a picture) in the style of an artist e.g. Picasso’s Guernica.

Paintings * Using techniques, colours, tools and effects to represent things seen, remembered or imagined.
* Keep balance in final piece by viewing my work from a distance to see where tones of black white and grey should be used.

Sculpture* Use a variety of techniques for sculpting in clay (knowing to keep clay malleable using a drop of water)
* Convey a message of emotion in sculpture.

Sketchbook* Develop ideas using different or mixed media, using a sketchbook
* Challenge thoughts by listening to and responding to ideas of others.
* Can make several draft ideas as a thought process before selecting an idea to use as a finished piece.
 |
| DepthTeach – Practice – RepeatChildren safely use and explore a variety of materials , tools and techniques, e.g. HB and range of B pencils, fine liners, charcoal and chalk.**EYFS**Smooth ShadingTo be able to colour in a variety of shapes neatly and staying with in the outline. To be able to hold pencil and shade with smooth flowing movements using lines moving up and down. Begin to understand tone by making darker and lighter marks with pencil .Use a range of materials for colouring in.Select appropriate colour to match subject. Pattern & TextureTo follow and copy modelled abstract shapes and repeat to make patterns and textures.To use an artistic language to explain patterns and to describe textures of objectsTo know that texture is how something feels To know that a pattern is a series of marks repeated on a page. | Drawing Smooth ShadingCan vary pressure to make darker and lighter areas when they colour in a section. To be able to vary pressure to achieve 3 tonal values with a HB pencil. To be able to use linear shading in a single direction, staying within an outline.Can vary pencil grip to increase pressure controlHatching & StipplingTo copy and make patterns using lines and circles of varying sizes closely position together and overlapping and spread apart. To develop associated language with this: long lines, short lines, spiky lines, big circles, small circles, overlapping etc. language Can independently draw a variety of straight lines, curved lines. Can make repeating patterns using a variety of sizes of circles. Can describe these what these look like. Pattern & TextureTo know that pattern can be used to represent texture in artTo follow and copy modelled abstract shapes and repeat to make patterns and textures.To use language to interpret what the shapes and patterns made could represent in real life drawing in surround environment and from life experiences. E.g. the wavy lines remind me of the sea, the zig-zag lines looks like sharks teethTo apply patterning technique to a simple observed drawing as an alternative to “colouring in”(Pencil dictionary) | Drawing Smooth ShadingTo be able to vary pressure to achieve 4/5 tonal values with a HB pencil. Understand that tone gives form to an object –e.g. gets darker at the edges to show a curve. To be able to identify in work of other artists where tonal values change and the effect it has on the depth and impact of the finished piece. Hatching & StipplingUnderstand that lines can go in different directions. Explore straight lines - Hatching and Simple cross hatchingBe able to talk about the tonal values between these – the simple hatching make a lighter tone than the cross hatching and the complex hatching is even darker. Can use a combination of lines to fill in an image – paying attention to the type of line according to the subject. Pattern & TextureTo follow and copy modelled abstract shapes of increasing complexity and repeat to make patterns and textures. To develop fine motor control to create shapes and patterns of fine detail, small intricate patterns.To generate own patterns and textures from imaginationTo use language to interpret what the shapes and patterns made could represent in real life drawing on surround environment and experiences. (Pencil dictionary) | Drawing Smooth ShadingTo be able to vary pressure to achieve 6 tonal values with a HB pencil and blend these in a continuous movement and with increasing speed and accuracy.Hatching & StipplingTo know that lines drawn closely together is an effective technique used in drawing (hatching).To know that lines crossing two directions is call cross hatchingTo know that layers of lines in multiple directions is called complex hatchingBe able to use hatching and understand the change of effect by changing pressure, space, direction.Can use a combination of hatching techniques to fill in an image.Pattern & TextureTo develop fine motor control to create shapes and patterns of fine detail, small intricate patterns.To generate own patterns and textures from imaginationTo use language to interpret what the shapes and patterns made could represent in real life drawing or in the surrounding environment and experiences and from imaginationTo identify patterns seen around them and try to interpret through marks made on a page To use patterning technique to add detail to illustration  | Drawings Smooth ShadingTo be able to vary pressure to achieve 6 tonal values with a HB pencil and blend these in a continuous movement and with increasing speed and accuracy.Can vary pressure of shading to give form and depth e.g. edges darker and lighter towards a light source –cube.Hatching & StipplingKnow that using dots and varying sizes of dots together is called stippling To know that dots drawn closely together is an effective technique used in drawing.By looking at work of other artists recognize how this technique can be used in artBe able to talk about the tonal values and how to vary it using stippling - the bigger the space between the dots the lighter the tone and the closer dots placed together the darker the tone. Can use stippling to enhance a piece of work and understand s it is a drawing technique that can be used alongside shadingPattern & TextureTo generate own patterns and textures from imagination on a theme e.g. how many patterns can you make using circles as a starting point.To use language to interpret what the shapes and patterns made could represent in real life drawing on surround environment and experiences. To use patterning technique to add detail to illustration  | Drawings Smooth ShadingCan vary pressure of shading to give form and to show depth of field.Can very pressure to fill in 8-10 boxes or moreCan use smooth shading in negative space to enhance form.Knows that the direction of the shading impacts the form Hatching & StipplingBe able to talk about the tonal values between these – the simple hatching make a lighter tone than the cross hatching and the complex hatching is even darker. Know that hatching can be used over the top of colour or shading to add depth or detailCan use a combination of smooth shading and hatching to complete an illustration.Can use hatching to give form to an object by knowing where to increase density or space .Pattern & TextureTo generate own patterns and textures from imaginationTo explore and copy patterns from the environment along a given theme that links to wider curriculum e.g. Animal print, construction, Nature.To use patterning technique to add detail to illustration that is built up over time. | Drawings Smooth ShadingCan very pressure to fill in 8-10 boxes or moreCan blend pressure to give smooth continuum to go from dark to light in one direction and in varied directione.g. sphere.Can manipulate tone to give form and space to a composition. Knows that the direction of the shading impacts the form Hatching & StipplingKnow that using dots and varying sizes of dots together is called stippling By looking at work of other artists recognize how this technique can be used in artBe able to talk about the tonal values and how to vary it using stippling - the bigger the space between the dots the lighter the tone and the closer dots placed together the darker the tone. Understand that changing the size of the dots changes the impact of the image and isn’t as effective as changing the space between the dots. Explore the impact of dots using different sized/ grades of nibs / pens/ pencilsBe able to vary size and pressure to create desired effects Create an image over time only using stippling Pattern & TextureTo generate own patterns and textures from imaginationTo use language to interpret what the shapes and patterns made could represent in real life drawing on surround environment and experiences.  |
|  | We aim to improve depth of learning by teaching, practicing and repeating those skills related to drawing. Children are given opportunities to experience a range of media and artists and pupils are encouraged to demonstrate their skills through their art work.SMSC link The spiritual development of pupils is shown by their use of imagination and creativity in their learning.The cultural development of pupils is shown by their knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain willingness to participate in and respond positively to artistic, musical and sporting and cultural opportunities.Life Skills/Relevance for our pupilsWe want to prepare our pupils for future life and drawing is a fundamental and versatile skill. **Drawing** is a form of communication that preceded writing and that continues to serve as another form of communication. **Drawings** can do amazing things. They can tell stories, educate, inspire, reveal, entertain, and inform.  |

You could choose from many artists and craftsmen to complement your artwork during any ‘free’ drawing and painting units, for example:

**Lowry**- used to develop basic colours and mixing colours.

**Picasso**- used for object painting.

**Da Vinci-** used for portraits.

**Monet**- impressionism painting and can be used for water scenes.

**Van Gogh**- used for landscapes.

**Warhol**- bright use of colours and can be used for self-portraits.

**Michelangelo**- used for sculpture.

**Rembrandt**- used for self-portraits and print making.