



Skill taught and Curriculum link		Application of skills and Knowledge			
Why this? Why now?		Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalks, pastels and ICT software)	Skill	<ul style="list-style-type: none"> Sketching/ shading/ pressure applied to pencil application of detail through first hand observation blending chalk pastels and layering colours 	<ul style="list-style-type: none"> Sketching/ shading/ pressure applied to pencil – sketching shapes free hand application of detail through first hand observation – sketching 3D shapes and objects Portraits – observational drawing of each other. 	<ul style="list-style-type: none"> sketching and shading with charcoal experimenting with varying line width 	<ul style="list-style-type: none"> Detail through close observation Arrangement of objects for still life pastel sketch Use of perspective to develop depth Use of shading to show light source
	Knowledge	<ul style="list-style-type: none"> knowledge of appropriate pencil lead for sketching observational sketching 	<ul style="list-style-type: none"> knowledge of appropriate pencil lead for sketching observational sketching Portraits – observation and replicate. Frida Kahlo 	<ul style="list-style-type: none"> when it is appropriate to use different line widths, how we get the desired result, what pencil would be used for sketching, shading and outlining – different pressures and why (Shade scales) 	<ul style="list-style-type: none"> Blending chalk pastels to show colour tone changes and shadow Sketching 3D to show perspective sketching/ gradual shading to show direction of light
Colour painting, ink, dye, textiles, pencils, crayons and pastels	Skill	<ul style="list-style-type: none"> mixing and blending of primary and secondary colours (colour wheel) 	<ul style="list-style-type: none"> Impressionism – experimenting with dots – building an image using just one shape (dot) Tie – Dye (link to Geography – Kenyan Day) Building a landscape, starting with dark dots and then adding highlight dots (Impressionism) Blending colour (Kenyan landscape) and silhouettes 	<ul style="list-style-type: none"> ensuring that the colours used show a gradient with the same colour (blue) but different shades of the colour – lighter and darker 	<ul style="list-style-type: none"> Produce a T shirt motif using chosen medium (paint, fabric pen)
	Knowledge	<ul style="list-style-type: none"> Primary and secondary colours 	<ul style="list-style-type: none"> Knowledge of different Impressionist painters. 	<ul style="list-style-type: none"> understanding how pressure on different art equipment can cater for different artistic effects – lighter/darker – softer/harder Looking at artists (Van Gough) and why certain colours were used in his work Where we would use a light colour wash 	<ul style="list-style-type: none"> Investigate techniques to create motif of human movement for T Shirt (splattering, printing, sponging)
Texture Textiles, clay, sand, plaster, stone	Skill	clay- sculpting for cave art (History link) plasticine modelling- creating teeth and gums replica (Science link)	<ul style="list-style-type: none"> Clay – sculpting masks (link to Geography – Kenyan Day) Blending colour (Kenyan landscape) and silhouettes 	<ul style="list-style-type: none"> running stitch, cross stitch and back stitch Control and technique when stitching 	<ul style="list-style-type: none"> Embroidered badge for slippers
	Knowledge	History link of cave art Science link- human teeth	<ul style="list-style-type: none"> How different groups of people use the same medium to create cultural pieces of art (link to Geography – Kenyan Day) 	<ul style="list-style-type: none"> application of appropriate stitch to material – understanding what different stitches would be used for 	<ul style="list-style-type: none"> Using range of stitches to create a motif Combining colours within a stitch

Form 3D work, clay, dough, boxes, wire, paper sculpture and Modroc	Skill	Creating 3D packaging (DT link)	<ul style="list-style-type: none"> Mod Roc Sculpture and plaster built around a fixed given frame 	<ul style="list-style-type: none"> creating a Maya mask using 3D work to build up the mask – understanding how best to attach 3D items to a 2D mask/making their own 3D work (layering) Understand how to strengthen, stiffen and reinforce 3-D frameworks – links with DT 	<ul style="list-style-type: none"> sculpture of athlete in action and paper mache built around a created frame from wire
	Knowledge	<p>understanding of shape, structural support</p> <p>Artist: Bridget Riley- 'op art' creating 3D perspective out of 2D materials- using a point of perspective to create visual affects</p>	<ul style="list-style-type: none"> How plaster of Paris reacts with water to make a solid sculpture. 	<ul style="list-style-type: none"> Children understanding structural support with a wider range of materials which can help to secure 3D work onto the 2D mask Areas of the mask which are appropriate to make 3D by looking at secondary sources Why it is important to have a strong and secure 3D structure Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> proportion of human body using head as measure sketching action pose
Printing Found materials fruit/veg, woodblocks, press print, lino, string	Skill	transferring logo design using block printing of initials using string on to different materials			
	Knowledge	mirror reflection of initials			
Pattern paint pencil textiles clay and printing	Skill	<p>Mosaic repeating patterns and intricate design (link with History- Romans)</p> <p>Plaiting/braiding handles for door hanger from wool</p>			
	Knowledge	Roman Culture			
KS1 and KS3 Art Curriculum	<p>Key stage 1</p> <p>(Start point – cultural capital)</p> <p>*to use a range of materials creatively to design and make products</p> <p>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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.</p>			<p>Key stage 3</p> <p>Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <p>*to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</p> <p>* to use a range of techniques and media, including painting</p> <p>* to increase their proficiency in the handling of different materials</p> <p>* to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>* about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	