

Art Years 1 and 2

| | POS 1 (Cycle B) | POS 2 (Cycle A) |
|------------------------|--|--|
| Core artists | <p>Why is scaredy squirrel scared of the local area? <i>Vincent Van Gogh- Van Gogh style painting effects.</i></p> <p>Why are there so many leaves on the floor? <i>Andi Goldsworthy- photographs of leaves/ natural patterns.</i></p> | <p>Why do we love to be beside the seaside? <i>Amiria Gale- Seashell art- sketching</i></p> <p>Where would you prefer to live: England or Africa? <i>Martin Bulinya- African art- painting</i></p> |
| Exploring & Evaluating | <p>I can develop my initial ideas into artwork.</p> <p>I can compare the work of artists and craftspeople in different times than now.</p> <p>I can begin to say ways in which I can develop my work.</p> | <p>I can record and explore ideas based on first hand observation.</p> <p>I can identify what I might change in my work.</p> <p>I can ask and answer questions about the starting points for my work.</p> |
| Painting | <p>I can use different types of paint to create effects.</p> <p>I can experiment with tools and techniques when painting inc. layering, mixing media, scraping etc.</p> <p>I can work on a range of scales when painting- small and large brushes/paper.</p> | <p>I can mix primary colours to create all the secondary colours.</p> <p>I can mix and match colours to artefacts and objects I am painting.</p> <p>I can begin to mix shades of colours.</p> |
| Drawing | <p>I can layer different media to create effects.</p> <p>I can draw for a sustained time.</p> <p>I can use a sketchbook to gather and collect art ideas.</p> <p>I can express tone through different intensities of materials. (e.g pressing harder with a crayon to make it a stronger colour/ pressing harder with a pencil)</p> | <p>I can use a variety of tools including pencils, rubbers, crayons, pastels, charcoals, felt tis, ball points and other dry media to create effects.</p> <p>I can use a sketchbook to gather and collect art ideas.</p> <p>I can draw figures and real life objects- including single and groups of objects.</p> <p>I can begin to experiment with visual elements: line, texture, tone, colour, shape and pattern.</p> |
| Printing/Photo | <p>I can take and collect photographs relating to a theme.</p> <p>I can begin to use scale, perspective and colour in my photographs.</p> <p>I can begin to analyse photographs for scale, perspective and colour.</p> | <p>I can make repeating patterns.</p> <p>I can print using a variety of techniques- carbon, relief press, rubbings and fabric printing</p> <p>I can print using a variety of materials and objects.</p> <p>I can use different printing techniques mono/block/relief and resist.</p> |
| Textiles/collage | <p>I can create collages from a range of materials.</p> <p>I can use wide range of media to create my collage. (photocopies, material, fabric, plastic, tissue, magazines, crepe and tissue paper).</p> | <p>I can thread a needle.</p> <p>I can cut, glue and trim material.</p> <p>I can use a variety of techniques to create effects on textiles. (weaving, French knitting, tie dyeing, fabric crayons, applique, finger knitting, sewing and binka).</p> |

3D

I can experiment with and construct using a variety of materials.

I can create a 3D model that matches my original idea.

I can begin to analyse and compare 3D art.

I can explore sculpture with a range of malleable material. (FIMO, clay, dough)

I can create small coll pots and models.

I can explore 3D shape and form.

Art Years 3 and 4

| | POS 3 (Cycle B) | POS 4 (Cycle A) |
|------------------------|--|--|
| Core artists | <p>What makes the earth angry? <i>Paul Klee/ Kandinsky- abstract collage/ paintings based on colours.</i></p> <p>Could we grow a giant peach like James? <i>Gustav Klimt- tree of life/ tree images.</i></p> | <p>Can the Iron man light up a room? <i>Tom Gauld- replica Iron man pictures</i></p> <p>Were the Tudors terrible or terrific? <i>Andy Warhol- Tudor style portraits.</i></p> |
| Exploring & Evaluating | <p>I can discuss what I have created and explain what I have done.</p> <p>I can explore the differences and similarities of the work of crafts people and artists in different cultures.</p> <p>I can discuss my work and describe how I feel.</p> <p>I can evaluate my work and say how I can improve it.</p> | <p>I can use my art portfolio to explore ideas and practise new techniques.</p> <p>I can experiment with different styles that artists have used.</p> <p>I can annotate my designs/ artists work and compare it to my own.</p> <p>I can improve my work by comparing it to the original design.</p> |
| Painting | <p>I can mix a variety of colours and identify secondary and tertiary colours on a colour wheel.</p> <p>I can make and match colours with accuracy.</p> <p>I can annotate artist's work using specific language of colour: tint, tone, shade, hue.</p> <p>I can create tints and tones of colours.</p> | <p>I can plan and create different effects with paint. (Washes, colour blocking)</p> <p>I can experiment with different textures. (Thickened paint)</p> <p>I can work confidently on a range of scales. (thin brushes on small pictures/ large brushes for washes etc)</p> |
| Drawing | <p>I can use research to inspire drawings.</p> <p>I can use a sketchbook to record ideas and information.</p> <p>I can draw for a sustained period of time.</p> <p>I can use different media to achieve variations in line, tone, texture, colour, patterns and shape.</p> | <p>I can experiment with different grades of pencils to create effects. (dots/lines/lines and marks).</p> <p>I can alter and refine drawings, using art vocabulary to describe changes.</p> <p>I can collect images and information in art portfolio.</p> <p>I can explore relationships between line, tone, pattern, shape, line and texture.</p> |
| Printing/Phot | <p>I can represent mood, emotions and feelings in photography.</p> <p>I can use a variety of lens effects in my images.</p> <p>I can make a flick book to show movement.</p> | <p>I can print using a variety of materials objects and techniques- including layering.</p> <p>I can use resist printing including marbling, silkscreen and cold-water paste.</p> |
| Textiles/collage | <p>I can join fabrics in different ways including stitching. (Quilting, weaving, printing, applique, paper and plastic trapping, embroidery)</p> <p>I can use different grades of threads and needles.</p> <p>I can develop stitching, cutting and joining.</p> | <p>I can experiment with a range of media to collage. (overlapping, layering, mosaic, montage).</p> <p>I can experiment with paste resists.</p> <p>I can experiment with contrasts in texture and colour.</p> |

3D

I can join clay adequately.

I can construct a simple clay base for extending and modelling shapes.

I can make a simple paper mache object.

I can plan design and make 3D models/ sculptures taking account of form, shape and space.

Art Years 5 and 6

| | POS 6 (Cycle B) | POS 5 (Cycle A) |
|------------------------|--|--|
| Core artists | <p>I'm a Carr Mill pupils; can you get me out of here? Hokusai- Japanese art.</p> <p>Why did the World first go to War? Paul Cummins and Tom Piper- Poppy representations.</p> | <p>Why are the rainforest important? Henri Rousseau- rainforest/ jungle art/collage/sculptures.</p> <p>Julian Opie- artist replica self-portraits and photo art</p> |
| Exploring & Evaluating | <p>I can keep detailed notes in my art portfolio to record my thought processes.</p> <p>I can plan my work carefully before starting.</p> <p>I can evaluate mine and other's work, explaining and justifying my reasons.</p> <p>I can explain how I have adapted my work and considered its effectiveness.</p> | <p>I can use a stimulus in my art work.</p> <p>I can research the art work I am producing for styles, techniques, adaptations, themes and moods.</p> <p>I can make ongoing revisions and refine my work to move towards an end point.</p> <p>I can use design, experimentation and exploration in my work.</p> |
| Painting | <p>I can choose appropriate paint, paper and implements to adapt and extend my work.</p> <p>I can show an awareness of how paintings are created.</p> <p>I can experiment with a variety of painting techniques. (pointillism, stippling, washes).</p> | <p>I can demonstrate a secure knowledge of primary and secondary, warm, cold, complementary and contrasting colours.</p> <p>I can create shades and tints using black and white.</p> <p>I can carry out tests and preliminary studies on materials.</p> |
| Drawing | <p>I can show shadow and reflection by shading.</p> <p>I can show tone and textures using hatching and cross hatching.</p> <p>I can explore the properties of line, colour, tone, pattern, texture, colour and shape.</p> | <p>I can manipulate and experiment with the elements of line, tone, pattern, texture, form, space, colour and shape.</p> <p>I can select appropriate media and techniques to achieve an outcome.</p> |
| Printing/ Photo | <p>I can choose a printing method appropriate to a task.</p> <p>I can print and organise my work using pattern, symmetry, repetition or random styles.</p> | <p>I can superimpose using a combination of techniques and photographs.</p> <p>I can adapt the light and magnification for effect.</p> |
| Textiles/collage | <p>I can use different techniques, colours and textures when creating collage.</p> <p>I can develop embellishing techniques.</p> | <p>I can experiment with batik.</p> <p>I can use plaiting, pinning, stapling and sewing techniques.</p> |
| 3D | <p>I can create a sculpture with increasing constructions.</p> <p>I can describe the different qualities involved in modelling, sculpture and construction.</p> | <p>I can develop skills in clay inc. slabs, coils, slips.</p> <p>I can look at how clay is used in a variety of genres and cultures.</p> |

