






Art and design skills, knowledge and techniques

Reception EYFS – “Think big; think differently and always creatively.”

Physical development	Fine motor skills	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ELG <ul style="list-style-type: none"> Hold a pencil effectively - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Expressive Art and design	Creating with materials	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. ELG <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used

Artists: Henri Rousseau didn't like snow; Claude Monet liked to paint hay; Wassily Kandinsky (Can/dinner/ski); Henri Matisse - had 10 white geese.

Drawing and mark making	Painting and colour Using	3D and sculpture	Printing	Collage	vocabulary
<ul style="list-style-type: none"> Experience and enjoy using different equipment to draw with Pencils, coloured pencils chalk pastels, felt tips. Using different tools to mark make and experiment with different lines: Lolly sticks, match sticks, tooth brushes, cutlery, pipe cleaners, ear buds, crunched paper <p>https://www.accessart.org.uk/spirals/</p> 	<ul style="list-style-type: none"> Experience and enjoy experimenting with colour using different materials and techniques wax and ink, tie-dyeing, paint, marbling inks, tissue paper <p>Colour mixing – using Brusho wax relief/ink Tie-dyed T shirts(Holi) Monet's lily ponds Marbling backgrounds Kandinsky Circles</p> 	<ul style="list-style-type: none"> Experience and enjoy using recycled materials – joining with tape and glue. <p>Peg pigs (following visual instructions and applying to – crocodiles /reindeer and Christmas trees Re-imagined Monet Lily ponds using recycled materials (ART trolley)</p> 	<ul style="list-style-type: none"> Experience and enjoy using different materials to create prints: fingers, corks, string on card, crunched paper <p>Jungle prints – Henri Rousseau Marbling backgrounds</p> 	<ul style="list-style-type: none"> Experience and enjoy using a variety of materials: paper, wool, card, fabric, foil, to make: <p>Collage of how a plant grows using marbling Henri Matisse – had 10 white gee</p> 	<p>Art, lines, marks tools, thick, thin, bold, light Wavy, curved, straight, zig-zag. Pencils, chalk pastels, Experiment Paint, rubbing Colour strokes dabs Printing Collage Materials Sculpture/3D</p>



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Polar bears – white chalk pastels
in black paper



Diva lamps – clay pinch
pots

Making different collage
animals using shapes
Matisse will be revisited in
year 3 to build on knowledge
and skills using more
complex shapes

Year 1



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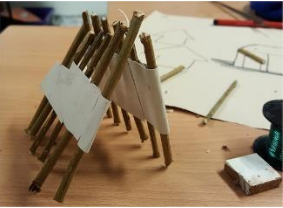


Art and design skills, knowledge and techniques

Year 1 - "Think big; think differently and always creatively."

Using experiences and knowledge and understanding of other artists and their work to:

- Say what I like about other people's art work
- Use art to share my ideas
- Try out different materials and designs to make things.
- Know and use the names of tools, techniques and elements (form, shape, scale, texture) in my art work

Artists : Juan Miro – had one black toe; Paul Klee- loved to play Beatrix Potter – loved animals a lot (er)

Drawing and mark making	Painting and colour	3D and sculpture	Printing	Collage	Vocabulary
<p>Use lots of different drawing tools to create lines of different thicknesses: straight, wavy, zig zag, curved.</p> <p>Draw things seen and imagined using lines.</p> <p>Use a variety of drawing tools to make marks: pencils, crayons, pastels, felt tips, wax crayons and charcoal.</p> <ul style="list-style-type: none"> • Andy Goldsworthy • Juan Miro  <p>Access Art - Explore and Draw</p>	<p>Use thick and thin brushes. Mix primary colours to make secondary. Name the primary colours.</p> <ul style="list-style-type: none"> • Juan Miro • Beatrix Potter • Paul Klee  <p>Access Art - Exploring watercolour</p> 	<p>Joining simple objects together to make different shapes and structures: Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting and moulding</p> <p>Access Art – Playful making: Creativity medals</p>  <p>Access Art: Be an Architect</p> 	<p>Make marks in print using different tools and objects to make repeating patterns</p> <p>Access Art – simple printmaking</p> 	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials</p> <p>Access Art: Inspired by Flora and Fauna</p> 	<p>Drawing - Lines, thick, thin, bold, light, wavy, curved, straight, zig-zag, shape, scale, size, big, small</p> <p>Painting -primary colours, (colour names) mix.</p> <p>3D - Structures, Joining, materials rolling, cutting,</p> <p>Printing -Repeated pattern</p> <p>Collage - cut, glue, trim.</p>



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Year 2 - "Think big; think differently and always creatively."

Using experiences, knowledge and understanding of other artists and their work to:

- Respond to ideas and starting points.
- Try out different activities and make sensible choices
- Explore different methods and materials as ideas develop and know if they are from different cultures/times
- Look at/describe artworks, have an opinion and give reasons. <https://www.londonsoutharthur.org/art-video-lessons/slow-looking-a-vase-with-flowers>
- use inspiration from famous, notable artists to create their own work and compare:

Artists: James Rizzi, - liked to get busy; Jon Burgerman – had a big burger van, Maurice Sendak drew a boy called Max; Friedrich Hundertwasser – flew spaceships for Nasa

Drawing and mark making	Painting and colour	3D and sculpture	printing	collage	Vocabulary
<p>Create different tones by using coloured pencils, pencils, chalk, oil pastels or charcoal, ink.</p> <p>Rubbings – wild area tree bark – collecting textures</p> <p>Access Art: Maurice Sendak inspired illustrations</p> 	<p>Paint things that are seen, remembered or imagined.</p> <p>Rizzi houses Burgerman characters</p>  <p>Haverigg Layered Landscapes</p>  <p>(links to collage and printing)</p>	<p>Experiment with simple tools on rigid and flexible materials</p> <p>Add texture to a sculpture using different tools (marks/lines)</p> <p>Access Art: Making Birds unit links to (Millom Miners/Hodbarrow/RSPB)</p> 	<p>Use different printing techniques: Press printing, Fabric printing, plastic bag rubbings.</p> <p>Use objects to create prints (e.g. classroom objects, sponges, plasticine, bags).</p> <p>Access Art: exploring the world through mono-print links to weird wacky and wonderful</p> 	<p>Make collages by folding, crumpling, tearing and layering materials</p> <ul style="list-style-type: none"> • Hundertwasser trees and wacky landscapes • Haverigg layered landscapes 	<p>Drawing - Lines, thick, thin, bold, light, wavy, curved, straight, zig-zag, shape, scale, size, big, small, tone</p> <p>Painting -primary colours, (colour names) mix, Secondary colours</p> <p>3D - Structures, Joining, materials rolling, cutting, rigid flexible</p> <p>Printing -Repeated pattern, relief printing, press printing, rubbings,</p> <p>Collage - cut, glue, trim, crumpling, folding, tearing, texture</p>



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Year 3 - "Think big; think differently and always creatively."

Using experiences, knowledge and understanding of other artists and their work to:

- talk about some of the great artists, designers
- use a sketchbook for recording observations. Experimenting with techniques, planning out ideas
- experiment with different materials to create a range of effects, using some of these in my finished work
- give an opinion about my own work – like/dislike and why.

Artists: Keith Haring, Henri Matisse, Claire Willberg

Drawing and mark making	Painting and colour	3D and sculpture	printing	collage	Vocabulary
<ul style="list-style-type: none"> • Use different grades of pencil shade to show different tones and textures. • Use sketches to annotate and produce a final piece of work. • Sketch lightly (no need to use a rubber to correct mistakes) • Use shading to show light and shadow. • <p>Access Art: Gestural drawing with charcoal.</p> <p>Stoneage cave paintings using chalks, charcoal mud and sticks</p> 	<ul style="list-style-type: none"> • Revisit colour wheels • Identify and talk about complementary colours <p>Keith Haring</p> <ul style="list-style-type: none"> • Know and talk about colour tones; warm colours; cold colours • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. (sketchbook) • Use watercolour paint to produce washes for backgrounds then add detail (link to collage and printing unit) 	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</p> <p>Use clay and other mouldable materials</p> <p>Access Art – telling stories through making developing on from Year 2 work on illustration</p>  <p>Stoneage clay houses</p>	<p>Create a printing block using relief or impressed (pressed in) techniques</p> <p>Use layers of two or more colours.</p> <ul style="list-style-type: none"> • Cardboard and string blocks • Polystyrene push prints • Plastic bag printing • Foil printing <p>Replicate patterns observed in natural or built environments.</p> <p>Access Art: Working with shape and colour (links to Henri Matisse)</p>	<p>Create collages using overlapping and layering</p> <p>Revisit Henri Matisse (Reception) and explore his cut paper collages in more depth link to French</p> 	<p>Drawing - Lines, thick, thin, bold, light, wavy, curved, straight, zig-zag, shape, scale, size, big, small, tone, shade</p> <p>Painting -primary colours, (colour names) mix, Secondary, warm, cool</p> <p>3D - Structures, Joining, materials rolling, cutting, rigid, flexible, form</p> <p>Printing -Repeated pattern, relief printing, press printing, rubbings, impressed</p> <p>Collage - cut, glue, trim, crumpling, folding, tearing, texture, overlapping, layering</p>



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Year 4 - "Think big; think differently and always creatively."

Using experiences, knowledge and understanding of other artists and their work to:

- describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied.
- use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork
- use skills I have been taught to adapt and improve my work
- say how I would improve my work using technical terms and giving reasons

Suggested Artists:

- **L.S. Lowery – Visit and workshop to The Lowery Gallery Manchester (Autumn Term)**

Drawing and mark making	Painting and colour	3D and sculpture	printing	collage	Vocabulary
<p>I can draw familiar objects with correct proportions</p> <ul style="list-style-type: none"> • LS Lowery drawing in the style of:  <p>https://www.londonsoutharthurb.org/art-video-lessons/landscape-drawing-l-s-lowry-2</p>	<ul style="list-style-type: none"> • Revisit colour wheels • I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes (Sketch book) <p>Access Art – exploring pattern (links to collage)</p> 	<ul style="list-style-type: none"> • I can plan my sculpture using drawings or other preparatory work • I can use a variety of techniques when I use clay, including slab, coils and slips • Use tools to carve and add shapes, texture and pattern <p>Greek mythological clay monsters</p> 	<p>I can use different techniques e.g. marbling, silkscreen and cold water paste</p> <p>I can print on fabric using tie-dyes or batik</p> <ul style="list-style-type: none"> • Tie-dye • Cold water paste batik • marbling <p>(Children will then use this fabric to create a bendy bag in DT)</p> 	<p>I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and techniques I have learnt</p> <p>Access Art – exploring pattern (links to painting and colour)</p> 	<p>Drawing - Lines, thick, thin, bold, light, wavy, curved, straight, zig-zag, shape, scale, size, big, small, tone, shade, proportion</p> <p>Painting -primary colours, (colour names) mix, Secondary, warm, cool, bleeds, washes, scratches, splashes</p> <p>3D - Structures, Joining, materials rolling, cutting, rigid, flexible, form, pinch, slip, roll, coil</p> <p>Printing -Repeated pattern, relief printing, press printing, rubbings, impressed marbling, batik</p> <p>Collage - cut, glue, trim, crumpling, folding, tearing, texture, overlapping, layering, mood</p>



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Year 5 - "Think big; think differently and always creatively."

Using experiences and knowledge and understanding of other artists and their work to:

- research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product
- develop different ideas which can be used and explain my choices for the materials and techniques I have used.
- confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work
- talk about my work and how close it came to what I wanted to do

Artists: William Morris, revisit L.S. Lowery from year 4 and look at J.M.W Turner (ready for year 6)

Drawing and mark making	Painting and colour	3D and sculpture	printing	collage	Vocabulary
<p>I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • To draw simple objects and use marks and lines to produce texture. <p>William Morris – wall paper based local beach observations</p> 	<p>I can mix colours to express mood, divide foreground from background or demonstrate tones</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. (Morris/Ruskin) • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture <p>Access art: mixed media land and city scapes – links to collage</p>	<p>I can use a variety of techniques when I use clay, including slab, coils and slips</p> <p>Use tools to carve and add shapes, texture and pattern</p> <p>Show life-like qualities and real-life proportions</p> <ul style="list-style-type: none"> • Viking head relief Sculptures 	<p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail. Monotypes – poetry links</p> <p>Access Art- making monotypes</p>	<p>I can add a collage to a background that I have already painted, drawn or printed.</p> <p>I can experiment with using layers and overlays to create new colours / textures</p> <p>Access art: mixed media land and city scapes – links to collage</p> <p>Multimedia Landscapes, hills rivers collage (links to painting and colour)</p> 	<p>Drawing - Lines, thick, thin, bold, light, wavy, curved, straight, zig-zag, shape, scale, size, big, small, tone, shade, proportion, 3 dimensions</p> <p>Painting -primary colours, (colour names) mix, Secondary, warm, cool, bleeds, washes, scratches, splashes, mood, acrylic, limited palette, foreground, back ground</p> <p>3D - Structures, Joining, materials rolling, cutting, rigid, flexible, form, pinch, slip, roll, coil</p> <p>Printing -Repeated pattern, relief printing, press printing, rubbings, impressed marbling, batik</p> <p>Collage - cut, glue, trim, crumpling, folding, tearing, texture, overlapping, layering,</p>



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Year 6 - "Think big; think differently and always creatively."

Using experiences and knowledge and understanding of other artists and their work to:

- describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.
- select ideas based on first hand observations, experience or imagination and develop these through open ended research
- improve my use of techniques I have been taught
- change and improve my own final work following feedback on my first thoughts and designs
- Visit and workshop at the national gallery London (**Summer term**)

Artists – Claude Monet and other impressionist and post-impressionist painters (Vincet Van Gogh), Bridget Riley, Henri Rousseau (revisit from Reception), JMW Turner

Drawing and mark making	Painting and colour	3D and sculpture	printing	collage	Vocabulary
<p>I am beginning to develop an awareness of composition, proportion and scale in a piece of art work</p> <p>I can use a simple perspective in my work using a single focal point and horizon</p> <p>Op art experiments</p> <p>Landscape paintings</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement.</p> <p>Use shading successfully to create mood and feeling.</p>	<p>I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen: <i>brushstrokes following the direction of the grass, stippling for sand, bleeds for clouds</i></p> <p>Revisit colour wheels – complementary colours, analogous colours – study of artists who use harmonious colours (Monet); complementary colours (Van Gogh) Primary Colours (Mondrian)</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Impressionists painting techniques</p> <p>Revisiting Claude Monet – beachscapes applying</p>	<p>Revisiting and developing clay skills to produce intricate patterns in a malleable media (clay)</p> <p>Rousseau tiles</p> <p>Developing rainforest tile designs – slab work and relief work.</p> <p>Mayan pottery Mayan inspired pots/vases – extending slab work from previous years</p>	<p>Create intricate printing patterns by modifying/simplifying sketchbook designs</p> <p>London Landscapes – using previously taught printing techniques.</p>	<p>Use different colours textures and techniques and explain choices</p> <p>Access Art – Print and Activism</p> 	<p>impressionist, mood, atmosphere, vision, rhythm, unity, variety, value, contrast, comparison, abstract,</p> <p>Drawing - Lines, thick, thin, bold, light, wavy, curved, straight, zig-zag, shape, scale, size, big, small, tone, shade, proportion, 3 dimensions, abstract, composition, scale, perspective, focal point, horizon</p> <p>Painting -primary colours, (colour names) mix, Secondary, warm, cool, bleeds, washes, scratches, splashes, mood, acrylic, limited palette, foreground, back ground, contrast,</p>



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<p>Explain the reasons for choosing specific drawing techniques</p> <p>Turner lighthouse seascape</p>	<p>knowledge of impressionist techniques to create own artwork.</p> <p>“A View from Haverigg”</p>				<p>3D - Structures, Joining, materials rolling, cutting, rigid, flexible, form, pinch, slip, roll, coil</p> <p>Printing -Repeated pattern, relief printing, press printing, rubbings, impressed marbling, batik</p> <p>Collage - cut, glue, trim, crumpling, folding, tearing, texture, overlapping, layering,</p>
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