

HIGH VIEW PLC - DRAWING							
AREA OF KNOWLEDGE AND SKILL	Foundation Stage	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Artists? Who is covering whom?</b></p> <p><b>Christmas</b> <b>Mothers Day</b> <b>Easter</b></p>	<p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Represent their own ideas, thoughts and feelings through design and technology and art.</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>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>			
<b>DRAWING</b>	<p>Begin to use a variety of drawing tools</p> <p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, chalk</p>	<p>Control the types of marks made with a range of media including charcoal.</p>	<p>Experiment with ways in which surface detail can be added to drawings</p> <p>Use sketch books to collect and record visual information.</p> <p>Beginning to draw for a sustained period of time.</p>	<p>Experiment with ways in which different detail can be added to drawings</p> <p>Use sketch books to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time maintaining concentration.</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work independently to create detailed drawing</p> <p>Develop close observation skills <b>use view finders</b></p> <p>Use a sketchbook to collect and develop ideas</p> <p>Identify artists who have worked in similar ways to their own work</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create detailed drawing</p> <p>Use a sketchbook to refine ideas and skills.</p> <p>Identify artists who have worked in similar ways and comment on similarities and differences.</p>
<b>DRAWING – LINE AND MARKS</b>	<p>Investigate different lines - thick, thin, wavy, straight.</p>	<p>Name, match and draw lines/marks from observations</p> <p>Draw on different surfaces with a range of media</p>	<p>Draw lines/marks from observations</p> <p>Invent new lines</p>	<p>Make marks and lines experimenting with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc...</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc... selecting which is the most appropriate.</p>	<p>Use dry media to make different marks, lines, patterns and shapes within drawing</p>	<p>Use different techniques for different purposes e.g. shading, hatching within own work</p>
<b>DRAWING – FORM AND SHAPE</b>	<p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>Observe and draw shapes from observations</p>	<p>Draw shapes in between objects</p> <p>Invent new shapes</p>	<p>Begin to show an awareness of objects having a third dimension.</p>	<p>Know that objects having a third dimension.</p>	<p>Experiment with wet media to make different marks, lines, patterns, textures and shapes</p> <p>Explore colour mixing and blending techniques with coloured pencils</p>	<p>Start to develop their own style using tonal contrast and mixed media</p>
<b>DRAWING – TONE AND TEXTURE</b>	<p>Explore different textures and experiment with mark making to illustrate these.</p>	<p>Investigate tone by drawing light/dark lines, light/dark patterns, .Investigate textures by describing, naming,</p>	<p>Investigate tone by drawing light/dark shapes</p> <p>Investigate textures by describing, naming, rubbing, copying</p>	<p>Apply tone in a drawing in a simple way</p> <p>Create textures with a wide range of drawing implements</p> <p>Apply a simple use of pattern and texture in drawing</p>	<p>Experiment with different grades of pencil and other implements to achieve variations in tone</p>		
<b>DRAWING – PERSPECTIVE AND COMPOSITION</b>						<p>Begin to use simple perspective in their work using a single focal point and horizon</p>	<p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background</p>

Show an awareness of how paintings are created

## HIGH VIEW PLC – ART COVERAGE

AREA OF KNOWLEDGE AND SKILL	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>DIGITAL MEDIA</b>	To use a drawing package to create large scale art work.	Explore ideas using digital sources e.g. Internet, CD-ROMs Record visual information using digital cameras and recorders	Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas Use eraser, shape and fill tools Use basic selecting and cropping tools	Record and collect images using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, photoshop Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal	Create shapes by making sections to cut, duplicate and repeat Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose	Record, collect and store images using digital cameras and video recorders Present visual images using software eg photostory, PowerPoint Use a graphics package to create and manipulate their images Be able to import an image (scanned, retrieved, taken) into a graphics package	Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc...)
<b>PAINTING</b>	Experiencing and using primary colours predominantly – to ensure they know their names.  Allow for experimentation of mixing colours  Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.  Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers	Identify primary colours by name  Mix and match colours to artefacts and objects  Use a variety of tools and techniques including different brush sizes and types  Work on different scales Experiment with tools and techniques eg. Layering, mixing media, scrapping through Name different types of paint and their properties  <u>Texture</u> Create textured paint by adding sand, plaster	Mix primary shades and tones	Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects  Work on a range of scales e.g. Thin brushes on small picture etc...  <u>Colour</u> Mix colours and know which primary colours make secondary colours	Create different effects and textures with paint according to what they need for the task  <u>Colour</u> Use more specific colour language Mix and use tints and shades	Develop a painting from drawing Carry out preliminary studies, trying out different media, materials and mixing appropriate colours  <u>Colour</u> Mix and match colours to create atmosphere and light effects. Be able to identify primary, secondary, complimentary and contrasting colours	Create imaginative work from a variety of sources e.g. Observational drawing, themes, poetry and music  <u>Colour</u> Work with complimentary colours
AREA OF KNOWLEDGE AND SKILL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
<b>Printing</b>	Printing using found objects eg leaf, hand, onion, feet, junk, bark, modelling clay etc.  Produce simple pictures by printing objects.  Able to work from imagination and observation.  Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.  Print with block colours	Print with a range of hard and soft materials e.g. Corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints e.g. Mono-print Roll printing ink over found objects to create patterns  Experiment with overlapping motifs and colours  Make rubbings to collect textures and patterns	Build repeating patterns and recognise patterns in the environment Create simple printing blocks with press print  Design more repetitive patterns print with overlapping motifs and colours  Make rubbings to collect textures and patterns	Create printing blocks using a relief or impressed method  Create repeating patterns	Print with two colour overlays	Create printing blocks by simplifying a sketch book idea Use relief or impressed method	Create prints with three overlays Work into prints with a range of media e.g. Pens or paints
<b>Textiles</b>	Texture (textiles, clay, sand, plaster, stone collage, weaving, threads, fibers, fabrics, surfaces, wood, clay Handling, manipulating and enjoying using materials Sensory experience	Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips	Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc... Create cords and plaits for decoration <u>Colour-</u>	Use a variety of techniques, e.g. Printing, dyeing, weaving and stitching to create different textual effects Match the tool to the material	Develop skills in stitching, cutting and joining Experiment with paste resist	Use fabric to create 3-d structures Use different grades of threads and needles	Experiment with batik technique Experiment with a range of media to overlap and layer to create interesting colours, textures and effects

	Simple collages Simple weaving Handling, manipulating and enjoying using materials	<u>Colour-</u> Apply colour with printing, dipping, fabric crayons Create and use dyes e.g. onion skins, tea, coffee  <u>Texture-</u> Create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel	Apply colour with printing, dipping, fabric crayons Create and use dyes e.g. onion skins, tea, coffee  <u>Texture-</u> Create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel				
<b>3D</b>	Form (3D work, clay, dough, boxes, wire, paper sculpture) Handling, feeling, manipulating materials Constructing and building from simple objects  Pulls apart and reconstructs  Able to shape and model from observation and imagination.  Impress and apply simple decoration.  Simple language created through discussion of feel, size, look, smell etc	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. Pot, tile Understand the safety and basic care of materials and tools  <u>Form-</u> Experiment with construction and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form  <u>Texture-</u> Change the surface of a malleable material e.g. Build a textured tile		Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material	Use paper mache to create a simple 3d object	Shape, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work	Develop skills in using clay including slabs, coils, slips etc... Produce intricate textures in malleable media
<b>Collage</b>	Create simple collages, using paper, pasta, beans and larger tactile things.  Selects, sorts, tears and glues items down.	Create images from a variety of media e.g. fabric, crepe paper, magazines etc... Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. Colour, texture Fold, crumple, tear and overlap papers Work on different scales  <u>Colour-</u> Collect, and sort colours appropriate for an image <u>Shape-</u> Create and arrange shapes appropriately <u>Texture-</u> Create, select and use textured paper for an image	Create images from a variety of media including. photocopied material Match colours appropriate for an image.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	Use collage as a means of collecting ideas and information and building a visual vocabulary	Add collage to a painted, printed or drawn background Use a range of media to create collages	Use different techniques, colours and textures when designing and making pieces of work Use collage as a means of extending work from initial ideas