

Subject Specific-Skills: Age-related expectations in Art and Design

| Year Group | Term | Knowledge | Skills | Artists/links |
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| 1 | Autumn | <p align="center">Drawing/ Painting (Self portraits)</p> <ul style="list-style-type: none"> •Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations •Use lines to represent objects seen •Accurately represent face with the correct features in the correct relative position •Accurately represent face with the correct features an appropriate size and shape •Mix colours using powder paint and apply them in their painting to represent real life •Select and use different brushes to make marks of different thickness | <p>To be able to:</p> <ul style="list-style-type: none"> •Colour: Know how to make secondary colours from primary colours •Know how to make a colour lighter or darker by adding white/black •Shape: Observe and represent shapes in the face accurately •Space: Position the features of the face relative to one another and within the face as a whole and discuss choices made, consider the unused space within the face | <p>•Artists: Van Gogh, Graham Sutherland, Anna Katrina Zinkeisen</p> |
| | Spring | <p align="center">Sculpture (Castles)</p> <ul style="list-style-type: none"> •Handle and manipulate rigid and malleable materials and found objects to represent something known •Select materials considering content, shape, surface and texture •Modify materials by tearing and cutting and find ways of joining them to assemble basic forms •Add surface features •Consider the difference between a 2D and 3D image | <p>To be able to:</p> <ul style="list-style-type: none"> •Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time •Form: Understand that form is three dimensional and has height, length and width, and know how this is different to a flat image, drawing or painting | <p>•Artists: 2D images of castles, photographs from a visit to a castle</p> |
| | Summer | <p align="center">Printing (Transport)</p> <ul style="list-style-type: none"> •Produce creative work, exploring their ideas •Apply ink or paint to a shape or surface – cotton reels, vegetables, corks etc. to experiment with printing, improving the placement of the image •Select objects for printing on the basis of their size and shape and suitability to combine to create an image of a form of transport from the past/from modern day •Create patterns that repeat | <p>To be able to:</p> <ul style="list-style-type: none"> •Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time •Pattern: explore and create repeating patterns, where placement is controlled and not random | <p>•Artists: Visit to a local transport museum</p> |
| 2 | Autumn | <p align="center">Drawing (School building)</p> <ul style="list-style-type: none"> •Make studies from observation with increasing accuracy, positioning marks and features with some care •Make line and shape drawings from observation adding light/dark tone, colour and features •Draw from different viewpoints | <p>To be able to:</p> <ul style="list-style-type: none"> •Colour: select from a limited palette to create mood and feeling •Shape: record shapes accurately taking account of their relationship to one another •Space: develop an awareness of the spaces between shapes •Form: add light and dark through shading and cross hatching •Pattern: Investigation of pattern and symmetry within the architecture of a building | <p>•Artist: L.S Lowry</p> |

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| | | <ul style="list-style-type: none"> •Use a view finder to select a view, shapes and visual clues in an image and record what has been selected within the frame | <ul style="list-style-type: none"> •<u>Line</u>: use line to represent the texture of different parts of the building •Explore tone using different grades of pencil, experiment and investigate | |
| | Spring | <p style="text-align: center;">Collage (Great Fire of London)</p> <ul style="list-style-type: none"> •Experiment with and apply a range of techniques for collaging- modify materials by cutting, tearing, layering, super imposing before adding other marks(including text) and colour to represent an idea •Sort and use materials according to specific qualities e.g. shiny , hot colours •Use paste and adhesives to select and place cut and torn shapes/words/images onto a flat surface to convey an idea. | <p>To be able to:</p> <ul style="list-style-type: none"> •<u>Colour</u>: consider the use of colour for effect – warm and hot colours •<u>Pattern</u>: Consider the effect of the juxtaposition of hot colours and black in a random arrangement •<u>Space</u>: consider how the space between, above and below collaged areas contributes to the overall effect of the piece | <ul style="list-style-type: none"> •Museum Of London collection |
| | Summer | <p style="text-align: center;">Digital Art (Space)</p> <ul style="list-style-type: none"> •Open and use an art programme, select simple tools to make lines, shapes and pour colours • control the size of a mark/line and use predefined stamps, shapes or motifs •Copy and paste areas of an image •Save and print an image. | <p>To be able to:</p> | |
| 3 | Autumn | | <p>To be able to:</p> <ul style="list-style-type: none"> •<u>Colour</u>: Use contrasting colours together for impact – draw on previous knowledge and apply in own work. Use the erase tool to investigate the impact of areas with an absence of colour •<u>Shape</u>: Consider the impact on their composition of the positioning of different shapes | |
| | Spring | | | |
| | Summer | | | |
| 4 | Autumn | | <p>To be able to:</p> | |
| | Spring | | | |

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| | Summer | | | |
| 5 | Autumn | | To be able to: | |
| | Spring | | | |
| | Summer | | | |
| 6 | Autumn | | To be able to: | |
| | Spring | | | |
| | Summer | | | |