

Yearly Skills Overview	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn (Topic and Skills)	<u>Drawing</u> <ul style="list-style-type: none"> To be able to hold a pencil comfortably. To be able to use a variety of drawing tools - pencils, pens, wax crayons and chalk. Begin to explore different lines - thick, thin, wavy, straight. Begin to explore different textures and begin to experiment with marks to illustrate these. To be able to draw from imagination. To be able to draw from observation, noting elements such as shape & colour. To be able to talk about what they have produced. 	<u>Drawing</u> Mark Making <ul style="list-style-type: none"> I can explore ways of drawing lines between two points. I can experiment with how I hold a pencil when sketching. I can discuss what a line is. I can use adjectives to describe lines. I can experiment with pressure when drawing pencil lines. I can experiment with different kinds of pencils and observe the different marks they make. I can create different repeated line patterns. I can discuss and comment on the texture in artwork 	<u>Drawing</u> Yayoi Kusama <ul style="list-style-type: none"> I can experiment with different materials to make marks. I can make attempts to mimic the art of a famous artist. I can experiment with different mediums to create a polka dot pattern. I can experiment with the kind of polka dot patterns I am making. I can follow instructions to create the basis for my sketching. I can make visual observations to inform my sketches. 	<u>Drawing</u> William Morris <ul style="list-style-type: none"> I can recreate a wallpaper pattern in the style of William Morris. I can explain what still life sketching is. I can use soft, light sketching techniques to create a still life sketch I can adjust my pencil grip when sketching. I can use careful observation skills to create a still life sketch. I can make observations about different sketching Mediums. I understand how shading is linked to the light source in a drawing. 	<u>Drawing</u> Indian Art <ul style="list-style-type: none"> I can explain how painting styles have changed over time in India. I can sketch copies of an Indian painting. I can example the similarities and difference of Indian painting styles. I can describe the colours and patterns used in an Indian festival. I can make detailed patterns. I understand what symmetry is and how to make a symmetrical pattern. 	<u>Drawing</u> Objects and Meanings <ul style="list-style-type: none"> To know what still life art is. To be able to comment on the techniques, colours and tones used in still life paintings. To be able to arrange a variety of objects into visually interesting compositions. To know how to study objects closely to create an accurate still life picture. To be able to experiment with colour, tone and texture. To be able to assign meaning to objects and colours. 	<u>Drawing</u> Express Yourself <ul style="list-style-type: none"> I can use sketching to represent different illustrated facial expressions. I can make careful and precise observations to inform my sketching. I can describe how lines and fonts can express an idea. I can make choices based on different lines and fonts to create a desired effect. I can use different pressures and thicknesses to create a desired effect. I can use grids to help me achieve the correct proportions in my sketches based on photographs.

	<ul style="list-style-type: none"> To be able to draw objects/people who are important to them. 	<ul style="list-style-type: none"> I can use rubbing to recreate texture. 		<ul style="list-style-type: none"> I can identify repeating patterns in wallpaper designs. 			
Spring (Topic and Skills)	<p><u>Painting</u></p> <ul style="list-style-type: none"> Begin to hold a paintbrush correctly and apply pressure to obtain different effects - a thin line, a thick line. To be able to recognise and name the primary colours being used. Begin to develop language of colour - lighter, darker. To be able to explore working with paint on different surfaces and in different ways i.e., hand and finger painting, painting on stones, 2D and 3D surfaces. To be able to explore working on different levels - 	<p><u>Painting</u> Self Portrait</p> <ul style="list-style-type: none"> I can experiment with different kinds of paint and what effects I can create with them. Know how to hold tool correctly. I can comment on the effects different paints create Know a range of colours (primary and secondary). 	<p><u>Painting</u> Colour Creations</p> <ul style="list-style-type: none"> I can name a variety of colours. I can choose a favourite colour and give reasons for my choices. I know what primary colours are. <ul style="list-style-type: none"> I know what secondary colours are. I can mix primary colours to make secondary Colours. I know how to create lighter shades of colour. I know how to create darker shades of colour. <ul style="list-style-type: none"> I can use a paintbrush to make basic marks using paint. I can use paint to create artwork in the style of 	<p><u>Painting</u> Investigating Patterns</p> <ul style="list-style-type: none"> To be able to explain what a pattern is and how it is made. To create my own patterns based on patterns found at home and in the environment. To experiment with using reflection, rotation and symmetry to create patterns. Experiment with stencilling techniques. Design a pattern, including the use of colour and for a particular purpose. To use a variety of techniques to colour in their pattern. 	<p><u>Painting</u> Vincent Van Gogh</p> <ul style="list-style-type: none"> To be able to use acrylic or oil paints effectively. To be able to use line and colour in their paintings to create depth. To be able to mix paints to create shades. To be able to mix paints to create tints. To explore using paints to make shades and textures? To be able to separate images into sections to help them judge proportions. 	<p><u>Painting</u> Frida Kahlo</p> <ul style="list-style-type: none"> I can analyse aspects of a painting including mood and colour. I can add paint to a sketched self-portrait to add colour and detail. I can choose colours to express aspects of my personality. I can choose colours to express aspects of communities I belong to. 	<p><u>Painting</u> Monet and the Impressionists</p> <ul style="list-style-type: none"> To understand what Impressionism is. <ul style="list-style-type: none"> To be able to explore and compare Impressionist paintings. To be able to paint a landscape in the style of the Impressionists.

	<p>floor, easel, and table.</p> <ul style="list-style-type: none"> To be able to look and talk about what they have produced, describing simple techniques and media used. 		<p>an artist we have studied.</p>				
<p>Summer (Topic and Skills)</p>	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> To be able to mould malleable materials such as clay, playdoh, salt dough, sand and paper mâché. To develop control when using scissors, staplers and clay tools. To be able to identify whether to use glue or cello tape when joining objects together. To be able to build and construct sculptures using a variety of materials from their imagination and from observation. 	<p><u>Sculpture</u> Earth Art</p> <ul style="list-style-type: none"> I can describe what a sculpture is. I can comment on what different sculptures are made from. I can use natural materials such as twigs and sticks to create a sculpture. I can recreate rangoli patterns using natural materials such as leaves. I can use clay to create imprints of natural materials such as leaves. I can describe what weaving is. 	<p><u>Sculpture</u> Paper Art</p> <ul style="list-style-type: none"> To know that paper can be used in lots of artistic ways. To know what collage is and work with paper to create a collage. To be able to work with tissue paper to create a stained glass effect. To be able to work with paper to create beads. I can explain what papier mâché is and how it is used by artists. To be able to work with papier mâché to create a model. To be able to decorate their papier 	<p><u>Sculpture</u> Warhol and the Pop Movement</p> <ul style="list-style-type: none"> I can explain what the Pop art movement was. I can explain what the blotted line technique is. I can use the blotted line technique in my own work. To be able to discuss their ideas about what constitutes art and what does not. To be able to describe the features of Pop art. To be able to design and create their own Pop art Campbell's Soup can label. 	<p><u>Sculpture</u> Can we change Places?</p> <ul style="list-style-type: none"> To be able to recognise that the environment influences our lives and how we feel. I can discuss sculptures and say what they think and feel about them. To be able to suggest how art has been used to improve an area. I can use first-hand observation to gather ideas. Collect a variety of visual information. Use a variety of materials to create the basis of a sculpture. 	<p><u>Sculpture</u> Art of Africa</p> <ul style="list-style-type: none"> I can identify textures, lines and shapes in different natural patterns. I can choose different artist mediums to suit a purpose and analyse their effectiveness. I am able to recreate a natural pattern with chosen mediums. I can identify common features of a genre of art. I am able to recreate a painting in the style of a studied genre. I can give my own opinion of a piece of 	<p><u>Sculpture</u> Sculpting Vases</p> <ul style="list-style-type: none"> I can practise techniques and the effects they create before attempting my final design. I can choose and use appropriate techniques in my clay work. I can choose appropriate tools to add details to my design. I can add clay to create details for my design. I can experiment and develop my control of tools and techniques. I can choose tools, techniques and

	<ul style="list-style-type: none"> • To be able to choose their own resources and identify their intentions before starting. • To be able to look and talk about what they have produced. 	<ul style="list-style-type: none"> • I can create a simple loom. • I can weave using interesting natural materials. • I can recreate a mandala using natural materials. • I can use natural materials to create a collage scene. 	<p>mâché models appropriately.</p> <ul style="list-style-type: none"> • To be able to manipulate paper in a variety of ways to create a sculpture. 	<ul style="list-style-type: none"> • To be able to create a paper cylinder for a can. 	<ul style="list-style-type: none"> • I can use a variety of techniques to join and combine materials. • To be able to describe how their finished sculpture fits into the area it was designed for. 	<p>artwork and explain my opinion.</p> <ul style="list-style-type: none"> • I can pick out key features of a cultural piece and discuss what they might represent. • I can use clay to recreate a piece of artwork using suitable tools and techniques. • I can explain what a few Adinkra symbols mean. • I can explain why Adinkra symbols are used in Ghanaian artwork. • I can convey a message using Adinkra symbols in a design. 	<p>details which are most appropriate for my design.</p> <ul style="list-style-type: none"> • I can use slabs of clay to create a container. • I can use the pinching technique to create a container. • I can work with control and accuracy. • I can follow a design to create a vase.
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