

Art:
Skills and
Knowledge

Year 1

Artists & Movements

Drawing

Painting

Can I explore the work of artists, craft makers and for differences and similarities?

Possible studies of artists' work:

- Romero Britto
- South American weaving
- Georgia O'Keefe

Can I make marks with a range of media, e.g. pencil, felt pens, charcoal, chalks, oil pastels, paint, crayons etc.? (K)

Can I talk about and describe shapes? E.g. my shape has curved/straight/wavy lines.

Can I make a collection of outline shapes by looking and drawing?

Developing ideas (sketchbooks):

Can I begin to create a sketchbook?

Can I begin to record my observations?

Printing

Use paint or ink:

Can I experiment with different printing techniques? For example using hands, feet, sponges, fruit, and vegetables.

Can I make rubbings to collect textures and patterns?

Can I print with a range of hard and soft materials? E.g. corks, sponges etc.

Techniques:

I can control paint when drawing with a paintbrush?

Can I begin to use a variety of tools and techniques, including different brush sizes and types?

Colour development:

Can I explore what happens when I mix the primary colours together? (K)

Can I mix different primary colour paints to create the colour that I require?

Sculpture/Modelling

Collage focus:

Can I cut or tear different materials?

Mixed media sculpture:

Can I experiment with clay, dough and plasticine? (K)

Can I handle and manipulate materials such as threads, cottons, wool, raffia, grass?

Year 2

Artists & Movements	Drawing	Painting
<p>Can I explore the work of artists, craft makers and designers from for differences and similarities?</p> <p><i>Studies of artists' work, such as:</i></p> <ul style="list-style-type: none">• Claude Monet• William Morris• Paul Cezanne• Aboriginal artists	<p>Can I make observational drawings of objects? (K) Can I describe and identify shapes found in a still life drawing or painting? Can I make drawings with a range of media e.g. Pencil, felt pens, charcoal, chalks, oil pastels, paint, crayons etc.?</p> <p>Developing ideas (sketchbooks): Can I begin to create a sketchbook? Can I begin to record my observations?</p>	<p>Techniques: Can I use a variety of tools and techniques, including different brush sizes and types?</p> <p>Can I use a variety of tools to spread paint? e.g. using straws, matchsticks, feathers, card, brushes etc. (K)</p> <p>Colour development: Can I use more precise vocabulary to describe the colours I have made (i.e. Green, purple and orange collectively known as secondary colours.) Can I make as many tones of one colour as possible?</p>
	<p>Printing</p> <p>Use paint or ink: Can I make simple prints e.g. mono-printing? (K) Can I make my own printing blocks e.g. string, patterns or plasticine?</p>	<p>Sculpture/Modelling</p> <p>Collage focus: Can I fold, crumple, tear and overlap paper. Can I arrange and glue materials to different backgrounds.</p> <p>Mixed media sculpture: Can I manipulate malleable materials for a purpose, e.g. clay bee, natural sculpture)? Can I understand different techniques for using clay and clay tools including rolling and kneading? Can I change the surface of a malleable material e.g. build a textured tile?</p>

Year 3

Working Scientifically

Plants

Forces and Magnets

Can I ask relevant questions and use different types of scientific enquiry to answer them? (K)

Can I set up simple practical enquiries and fair tests? (K)

Can I make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment?

Can I gather, record and present data in a variety of ways to help in answering questions?

Can I record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables? (K)

Can I report on findings from enquiries, including oral and written explanations?

Can I use results to draw simple conclusions, make predictions for new values and suggest improvements?

Can I identify differences, similarities or changes related to simple scientific ideas and processes?

Can I use straightforward scientific evidence to answer questions or to support my findings?

Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.

Skills:

Can I identify and describe the different parts of a plant?

Can I describe the requirements of plants for life and growth and how these can vary from plant to plant?

Can I describe the way water is transported within plants?

Can I describe the lifecycle of a flowering plant including pollination, seed formation and seed dispersal?

Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary. They should explore the behaviour and everyday uses of different magnets.

Skills:

Can I compare how different things move on different surfaces?

Can I describe how some forces need contact between 2 objects?

Can I describe how magnets act at a distance?

Can I observe how magnets behave?

Can I compare and group together materials that are magnetic?

Can I identify magnetic objects?

Can I describe the properties of magnets?

Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

Rocks and Soils

Skeleton & Nutrition

Light

Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.

Skills:

Can I describe in simple terms how fossils are formed when things that have lived are trapped within rock (formation of sedimentary rocks)

Can I recognise that soils are made from rocks and organic matter?

Can I raise and answer questions about the way soils are formed.

Can I compare and group together rocks based on various characteristics?

Can I describe how soils are formed?

Pupils might work scientifically by: observing rocks, including those used in buildings, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in **sedimentary rock** and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.

Pupils should explore different kinds of skeletons as well as rocks and soils, including those in the local environment.

Skills:

Can I identify that animals need to right food and amount of food and that they cannot make their own food?

Can I recognise that animals get their nutrition from the food that they eat?

Can I identify why humans and animals have skeletons and muscles?

Pupils might work scientifically by: looking at dietary requirements for humans or animals and identifying the content of different foods.

Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. Pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.

Skills:

Can I explain why we need light to see and that dark is the absence of light?

Can I explain how we see things? i.e. Light is reflected from surfaces

Can I explain why light from the sun can be dangerous and how we protect our eyes?

Can I explain how shadows are formed?

Can I find and describe patterns in the way that the size of shadows changes?

Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Artists & Movements	Drawing	Painting		
<p>Can I research artists/architects/designers/craftspeople?</p> <p>Can I experiment with approaches used by other artists?</p> <p>Can I refer back to artists, architects and designers in history for inspiration or comparison</p> <p>Can I study examples of artists' work and give reasons for preferences?</p> <p>Can I study examples of artists' work, such as:</p> <ul style="list-style-type: none"> • Kandinsky • Faberge • Andy Goldsworthy • Hokusai (The Great Wave) 	<p>Can I explore shading, using different media? (K)</p> <p>Can I draw on a variety of different materials?</p> <p>Can I explore tone using different grades of pencil, paste, charcoal and chalk?</p> <p>Can I use line and tone to represent things seen, remembered or observed?</p> <p>Developing ideas (sketchbooks):</p> <p>Can I record my observations?</p> <p>Can I review my observations?</p> <p>Can I revisit my ideas?</p>	<p>Techniques:</p> <p>Can I represent things observed, remembered or imagined, using colours and different tools?</p> <p>Can I explore the effect of adding things to paint? <i>For example adding water, glue, sand, sawdust etc.</i></p> <p>Can I use paint to make marks that express mood?</p> <p>Colour development:</p> <p>Can I match paint colours to real items? (K)</p> <p>Can I represent things observed, remembered or imagined, using colours and different tools?</p>		
	<th data-bbox="524 539 1330 590">Printing</th> <td data-bbox="1330 539 2157 1074"> <th data-bbox="1330 539 2157 590">Sculpture/Modelling</th> </td>	Printing	<th data-bbox="1330 539 2157 590">Sculpture/Modelling</th>	Sculpture/Modelling
	<p>Use paint or ink :</p> <p>Revisited in Year 5</p>	<p>Collage focus:</p> <p>Can I use my experience of adhesives and decide on the most effective for a given task?</p> <p>Can I overlap and overlay materials?</p> <p>Can I select materials with contrasts in texture and colour?</p> <p>Can I select and use materials to achieve a specific outcome?</p> <p>Mixed media sculpture:</p> <p>Can I handle, feel and manipulate rigid and malleable materials?</p> <p>Can I show an awareness of form, texture, pattern and weight of different materials?</p> <p>Can I experiment with making marks on different materials?</p> <p>Can I select appropriate materials for making a sculpture?</p> <p>Can I create forms and shapes in response to natural and made environments? (K)</p>		

Artists & Movements	Drawing	Painting
<p>Can I research artists/architects/designers/craftspeople? Can I experiment with approaches used by other artists? Can I refer back to artists, architects and designers in history for inspiration or comparison? Can I study examples of artists' work and give reasons for preferences and interpretations of the meaning?</p> <p>Possible studies of artists' work:</p> <ul style="list-style-type: none"> • Peter Thorpe • Mayan Art 	<p>Can I draw familiar things from different viewpoints? Can I use a range of materials to produce line, tone and shade? Can I use line, tone and shade to represent things seen, remembered or imagined? (K)</p> <p>Developing ideas (sketchbooks): Can I record my observations? Can I review my observations? Can I revisit my ideas?</p>	<p>Techniques: Can I experiment with different types of brushes for specific purposes? Can I create different effects by using a variety of tools and techniques such as dots, scratches and splashes? Can I investigate shapes, form and composition?</p> <p>Colour development: Can I show awareness of the natural environment through colour matching? Can I use primary and secondary colours with the addition of black and white and other hues? (K)</p>
	<p style="text-align: center;">Printing</p> <p>Use paint or ink: Can I make images through relief printing using card? Can I build up drawings and images of whole or parts of items using various techniques? e.g. using a mixture of relief printing using card, mono-printing, block printing etc. (K) Can I recreate an image remembered, observed or imagined, through collage printing? Can I design prints for a purpose? e.g. to make fabrics, book covers, wallpapers etc. Can I use printing to represent the natural environment?</p>	<p style="text-align: center;">Sculpture/Modelling</p> <p>Collage focus: Revisited in Year 6</p> <p>Mixed media sculpture: Can I explore how stimuli can be used as a starting point for 3D work? e.g. exploring the form, shape, pattern, texture and colour or different stimuli and they could translate into a sculpture. Can I use stimuli to create simple 2D and 3D images using a variety of tools and materials? Can I look at 3D work from a variety of genres and cultures and develop my own response through experimentation? Can I make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas and feelings?</p>

Artists & Movements

Drawing

Painting

Can I research artists/architects/designers/craftspeople?

Can I experiment with approaches used by other artists?

Can I refer back to artists, architects and designers in history for inspiration or comparison?

Can I study examples of artists' work and give reasons for preferences and interpretations of the meaning?

Possible studies of artists' work:

- Roy Lichtenstein
- Andy Warhol
- Franz Marc
- Picasso
- Art of Mesopotamia

Can I select different materials to match the intentions and purpose of my drawing? e.g. *fine liner pen for graphical sketch or a pencil for quick observational drawings.*

Can I use a variety of techniques to create form and texture, e.g. shading and perspective?

Developing ideas (sketchbooks):

Can I record my observations?

Can I review my observations?

Can I revisit my ideas?

Use paint or ink:

Achieved through art to date

Techniques:

Can I use a range of painting tools?

Can I use different colours and variety of tools and techniques to express mood?

Can I review and revisit my work?

Can I critically evaluate and edit?

Colour development:

Can I show my knowledge of colour in my artwork? (Revise colour theory, look at colour wheels, harmonious colours, contrasting colours) (K)

Can I experiment with particular qualities of tone, shade, hue and mood?

Printing

Sculpture/Modelling

Collage focus:

Can I use collage techniques to represent things seen, remembered or imagined? (K)

Can I use collage to express a mood or feeling?

Can I represent textured stimuli through collage?

Can I embellish a collage? For example, using techniques such as drawing, painting, printing, sewing etc.

Mixed media sculpture:

Achieved through art to date.