

# Chambersbury Primary School



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	<p>Experiment with mark making, using various tools (fingers, pencil, chalks, sticks in sand/soil etc..)</p> <p>Develop control of pencil, focussing on grip, positioning of hand and the effect this has on the lines they make</p> <p>Have basic discussions about what they see in artists' work – exploring a range of styles</p> <p>Begin to discuss what they like and dislike and prompt for reasons why – linking to their world</p>	<p>Look at and have simple discussions about artists' use of line in their work – focus on similarities and differences, what does it remind them of / make them think of, making links to their own art</p> <p>Develop control of pencil, holding appropriately and moving it in different ways across the page (slowly, quickly, pushing hard, pushing lightly, straight movement, circular movement)</p>	<p>Discuss the term 'shading' and how this technique is used to give shapes 'form' – make them look 3D / real life</p> <p>Look at and have simple discussions about artist's use of shading in their drawings – compare to line drawings without shading and discuss similarities and differences</p> <p>Begin to discuss how a piece of art makes them feel (basic emotions –</p>	<p>Look at and discuss the work of artists who use charcoal and chalk – compare to work of artists' who use primarily pencil, exploring similarities and differences</p> <p>Develop use of charcoal and chalk (line drawing, rubbing with finger to blend, overlapping to create light and dark). Compare use on different colour backgrounds (coloured, black paper)</p>	<p>Look at and discuss the work of artists who use oil pastels to draw – compare to pencil and charcoal/chalk art</p> <p>Explore creating line and shape using oil pastels</p> <p>Continue discussing how the art makes them feel, encouraging children to use the terms colour, pattern, line, texture, shape, form and space in their reasoning</p> <p>Explore perspective in drawing, objects at the</p>	<p>Look at and discuss in greater detail 'Op art' – art that uses optical illusion. Discuss the use of perspective and pattern and the impact it has</p> <p>Use a variety of drawing media (pencil, charcoal, pastel) to experiment with creating pattern</p> <p>Begin to use measuring tools to create precise use of perspective</p> <p>Explore shapes in art and how they contribute to pattern</p>	<p>Look at and discuss in greater detail the work of artists who use various media to create portraits – compare hyper realism with more abstract and techniques used</p> <p>Explain personal preferences and choices in the art they like/dislike</p> <p>Draw with precision using different gradient pencils or other mediums for effect</p> <p>Show shape, proportion and</p>

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		<p>Recognise pushing harder creates darker, pushing softer creates lighter</p> <p>Recognise shapes in faces and replicate these with pencil</p> <p>Use coloured pencils to show different tones (deep purple, brown, black for darker areas / light blue, yellow, peach for lighter areas).</p>	<p>happy because she is smiling, sad because the colours are dark etc..)</p> <p>Begin to use side of pencil to shade and add detail</p> <p>Explore different grades of pencil – darker and lighter – begin to link to shadow and form</p> <p>Use a viewfinder to focus on a specific part of an image before drawing</p> <p>Begin to show texture using dots and dashes</p>	<p>Continue discussing how the art makes them feel</p> <p>Sketch lightly without using a rubber</p> <p>Observe shapes in peers faces when sketching</p> <p>Begin annotating drawings to explain and elaborate</p>	<p>bottom of the page seem closer, top of the page further away</p> <p>Develop response to drawings through more detailed annotations</p>	<p>Discuss why artists use pattern and explore in further detail how pattern, shape and colour create mood in art</p> <p>Annotate and evaluate own artwork with increasing detail, using the elements of art as a guide</p>	<p>perspective in drawings</p> <p>Annotate and evaluate own artwork with increasing detail – making links to artists’ work they have observed and using the elements of art as a guide</p>
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<p>Painting</p>	<p>Know the primary colours and begin to understand we can use these colours to make others</p> <p>Mix colours independently</p> <p>Mark make with paint (finger painting, sponges, printing, paint with water, paintbrushes of various sizes etc..)</p> <p>Begin developing control of paintbrush</p> <p>Begin to discuss what they like and dislike and prompt for reasons why – linking to their world</p>	<p>Know and name both primary and secondary colours</p> <p>Mix primary colours to make secondary colours and use in their painting</p> <p>Develop control of paintbrush – sweeping, dabbing, using thicker and thinner brushes</p> <p>Explore white and black added to paint colours and discuss what happens</p> <p>Identify colours to fit certain moods and seasons</p>	<p>Explore what happens when secondary colours are mixed – beginning to discuss tertiary colours</p> <p>Develop painting with smaller brushes, developing brush control and increasing level of detail in own art</p> <p>Further explore ‘tints’ by adding white and ‘tones’ by adding black</p> <p>Discuss how artists have used colour, pattern and shape to create visually</p>	<p>Know tertiary colours and use in own painting</p> <p>Further explore tint, tone and shade</p> <p>Use a range of brushes to create shapes, textures, patterns &amp; lines</p> <p>Explore contrasting colours, observe and discuss artists who use this in their work</p> <p>Compare the work of different artists – pop artists / realism artists etc..</p> <p>Recognise when art is from different cultures.</p>	<p>Mix tertiary colours – discussing how different colours affect our mood/feelings</p> <p>Mix a variety of skin tones</p> <p>Explore emotion in painting – expressions, colour, textures, composition</p> <p>Experiment with the styles used by other artists, using the elements of art when discussing</p> <p>Explain some of the features of art from historical periods</p>	<p>Use range of colour theory previously learnt to enhance perspective in landscape painting (lighter colours in the background, darker colours closer)</p> <p>Explore water colours, blending for effect, creating colour wash for backgrounds</p> <p>Experiment with mood &amp; colour</p> <p>Create a colour palette based on colours observed in natural world</p> <p>Develop reasoning when</p>	<p>Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used.</p> <p>Explore other painting techniques not yet used (pointillism)</p> <p>Identify great artists and how their work has influenced art today</p> <p>Explain the style work produced and how a famous artist has influenced it</p>
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		Ask questions and describe what can be seen in a painting	pleasing composition			discussing the work of artists, using the elements of art  Use feedback to begin making improvements to art.	Use feedback to make improvements to art.
Sculpture	<p>Explore form and shape across the curriculum</p> <p>Use malleable materials (like playdough) to create 3D forms and explain what they have done</p> <p>Develop fine motor skills through gripping, squeezing, rolling, pinching</p>	<p>In KS1:</p> <p>Develop fine motor skills through guided sculpture – using a range of malleable materials including clay</p> <p>Begin to explore the term ‘sculpture’ and what this means</p> <p>Develop their understanding of ‘Three dimensional’, making links to everyday objects</p> <p>Begin to recognise effect pressure has on clay (pinching hard – very thin, pushing on the rolling pin to flatten the clay etc.)</p> <p>Use a range of materials to create 3D forms</p>		In KS2:		<p>Continue developing understanding of form, shape, three dimensions through observing and discussing a range of artists’ sculptures</p> <p>Develop clay skills – coiling, adhering, relief, manipulating shape</p> <p>Explore origins of sculpture and how it has impacted art today</p> <p>Evaluate their sculpture in greater detail – using the elements of art as a guide</p>	

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		<p>Add texture and pattern using various tools</p> <p>Explore, discuss and make observations on the shapes and forms they can see in other artists' sculptures</p>	
Other art styles	<p>Explore a range of print application -hands, feet, sponges, potato, lego etc..</p> <p>Begin to explore pattern in printing</p> <p>Begin to explore the concept of 'collage' – using various materials/colours/shapes and combining to create a picture</p>	<p>In KS1:</p> <p>Continue to explore pattern in printing – exploring the work of famous print artists and discussing what they like and dislike</p> <p>Explore a range of materials in art – discussing colour, shape, texture</p>	<p>In KS2:</p> <p>Introduce mosaic art – exploring the origins and discussing the work of mosaic artists in greater detail</p> <p>Explore the concept of 'composition' in increasing detail – how does where we place something in a piece of art have an effect?</p> <p>Develop collage skills – considering choices of material, colour and texture</p> <p>Investigate a range of printing techniques (collagraph, monoprint, block printing etc.) – explore and discuss similarities, differences, effect</p> <p>Explore a range of collage and print artists' work, commenting in increasing detail and reflecting on the art using the elements to guide</p>