

	Taught skills			Site of application
<p>Reception</p> <p>Artist: Eric Carl</p>	<p><u>Drawing</u> Children are taught to control a variety of drawing media in order to use lines to create shapes, patterns and textures on a range of surfaces.</p> <p><u>Painting</u> Children name and use primary colours, black and white, to make and repeat various marks and lines. They hold and start to develop control over a variety of media and paint from observation and experience.</p>	<p><u>Printing</u> Children should experience various types of printing. They should be taught to experiment with a range of methods and work on a range of surfaces and scales.</p> <p><u>Collage</u> Children use scissors to cut a range of materials in straight lines. They tear paper and apply adhesive sparingly to glue surfaces together accurately. They classify materials into textures and colours and can work on group and individual collages.</p>	<p><u>Textiles</u> Children collect and classify threads. They use scissors to cut and thread beads onto lace and string.</p> <p><u>Sculpture</u> Children mould and create simple shapes with malleable materials. They combine found materials to make junk models. They use simple tools to cut, shape and impress patterns and textures into surfaces.</p>	<p><u>Mixed media</u> Children should experience handling and manipulating a wide range of natural and man-made materials and be encouraged to mix and put materials together to create new textures, patterns and effects.</p> <p><u>Working with artists, craftspeople and designers</u> To investigate different types of art, craft and design.</p> <p><u>ICT</u> Children might use computers as a media to demonstrate their <i>creative development</i> and to explore and express their ideas, feelings and preferences.</p>
<p>Year 1 Artists Andy Goldsworthy (sculpture)</p>	<p><u>Sculpture</u> <i>Environmental</i></p> <ul style="list-style-type: none"> - follow instructions to assemble and dis-assemble a range of construction kits to build specific objects - fold, pleat and cut paper and 	<p><u>Textiles</u> <i>Weaving</i></p> <ul style="list-style-type: none"> - cut threads into a variety of similar lengths - classify fabrics and threads by colour and texture - dye a range of fabrics and 	<p><u>Painting and drawing</u> Yr 1. And Yr 2</p> <ul style="list-style-type: none"> - develop use and control of an increasing variety of media, to name them and to begin to predict the results that they might achieve 	<p><u>Collage</u></p> <ul style="list-style-type: none"> - cut straight and curved lines from a range of materials with some accuracy - tear paper into strips and

<p>(Textile) (Painting + drawing) Sonia Delaunay- colour mixing</p>	<p>thin card of varying thicknesses</p> <ul style="list-style-type: none"> - build junk models and prepare them for painting and decorating by covering them with layers of paper - use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials 	<p>threads for collage purposes</p> <ul style="list-style-type: none"> - weave with paper and card on a warp made from smooth threads 	<ul style="list-style-type: none"> - use lines and marks to create an increasing range of shapes, patterns and textures - 'colour in' accurately with paint as well as drawing materials - mix and match basic colours and make them lighter or darker - name primary, secondary and some tertiary colours and qualify their tonal value - work to the size of the paper or surface - make drawings and paintings to show increasing detail, context, and use of the visual elements 	<p>shapes with some accuracy</p> <p><u>Printing</u></p> <ul style="list-style-type: none"> - load a range of different kinds of objects with paint and print them
<p>Year 2 Artists Jo Parks (Collage)</p> <p>Painting and Drawing (Victorian artists Quentin Blake)</p> <p>Printing (Rousseau)</p>	<p><u>Printing</u></p> <ul style="list-style-type: none"> - ink up a block and print a regular and irregular pattern - make a monoprint using wax crayons - investigate a range of other techniques e.g. using cut stencils 	<p><u>Collage</u></p> <ul style="list-style-type: none"> - apply adhesive sparingly to a range of materials and stick them down accurately - classify materials into colours and surface textures 		<p><u>Textiles</u></p> <ul style="list-style-type: none"> - cut fabric into basic shapes - sew individual straight stitches as decoration on suitable open-weave fabrics - thread a large eyed needle <p>Sculpture</p> <ul style="list-style-type: none"> - mould malleable materials, e.g. dough or clay, to create shapes that can be combined to make objects.

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<p>Year 3 Artists</p> <p>Printing (William Morris)</p>	<p><u>Textiles</u></p> <ul style="list-style-type: none"> – cut and apply fabrics and threads with some accuracy – create and apply new fabric textures by, for example, crumpling, creasing and pleating – thread and sew with fine metal needles – sew with straight stitches to create patterns and surface decoration – use sewing to apply one fabric to another <p><u>Possibly</u></p> <ul style="list-style-type: none"> – weave using a wide range of fabric strips and threads – create patterns in fabric as a result of dyeing 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> – use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials – create simple shapes from paper and card <p><u>Clay</u></p> <ul style="list-style-type: none"> – mould malleable materials, e.g. clay, to create objects and people from a range of component shapes – use simple techniques for building clay. 	<p><u>Printing</u> (Polystyrene tile)</p> <ul style="list-style-type: none"> – to ink up a block and print a regular and off-set pattern e.g. half drop, rotation. – use the computer to create patterns – make a more complex printing block from polystyrene printing tiles or similar 	<p><u>Collage</u></p> <ul style="list-style-type: none"> – tear paper to pre-determined strips and shapes – change the surface of materials by, for example, crumpling, creasing, folding, pleating, scoring, tearing, fraying <p>apply adhesive sparingly and stick shapes down accurately</p> <p><u>Drawing and painting</u></p> <p>As year 4 plus:</p> <p>recognise and apply the proportions of the human body</p>

<p style="text-align: center;">Year 4 Artists</p> <p>Sculpture (Viking examples)</p> <p>Collage (Arcimboldo)</p> <p>Painting and drawing (Surat)</p>	<p style="text-align: center;"><u>Sculpture</u></p> <ul style="list-style-type: none"> - mould malleable materials, e.g. clay, to create objects from a range of component shapes - use simple techniques for building and joining clay <p style="text-align: center;"><u>Printing Linked to painting and drawing-Portsmouth</u></p> <ul style="list-style-type: none"> - make a more complex printing block. - build a printing block by applying card, string, wool etc. - to ink up a block and print a regular and off-set pattern e.g. half drop - investigate a range of other techniques e.g. printing on fabric, with a range of objects and as represented in the work of other artists - use the computer to create patterns 	<p style="text-align: center;"><u>Collage</u> (Arcimboldo)</p> <ul style="list-style-type: none"> - cut complex shapes from a range of materials with some accuracy - tear paper to pre-determined strips and shapes - apply adhesive sparingly and stick shapes down accurately 	<p style="text-align: center;"><u>Painting and drawing</u> (Landscapes-Portsmouth)</p> <ul style="list-style-type: none"> - use and control more specialist media to explore ways in which they can be applied to achieve particular effects - identify key visual elements, e.g. colour, line, shape, space in their work and the work of others - begin to adapt and apply colours to achieve tonal effects, patterns and textures - begin to match the approach to the scale of the work - describe what they have achieved and how it was produced using art language - make drawings and paintings that include detail and context 	<p style="text-align: center;"><u>Textiles</u> (linked to D.T) Bags</p> <ul style="list-style-type: none"> - thread and sew with fine metal needles - sew with straight stitches to create patterns and surface decoration - use sewing to apply one fabric to another <p style="text-align: center;"><u>Weaving unit</u></p> <p>weaving patterns using threads and other appropriate materials of varying thicknesses</p>
<p style="text-align: center;">Year 5 Artists</p> <p style="text-align: center;">Printing</p> <p style="text-align: center;">(Romero Britto, Peter Thorpe)</p> <p style="text-align: center;">Sculpture- Poppies.</p>	<p style="text-align: center;"><u>Printing</u> Highwayman</p> <ul style="list-style-type: none"> - make a more complex printing block from polystyrene printing tiles or similar and cutting it to apply more than one colour - build a complex printing block by applying card, string, wool etc. 	<p style="text-align: center;"><u>Textiles</u> Poppies</p> <ul style="list-style-type: none"> - sew pieces of fabric together accurately using the sewing machine and/or by hand 	<p style="text-align: center;"><u>Painting and drawing</u></p> <ul style="list-style-type: none"> - work with a wide range of more specialist media and to mix media to achieve desired effects - use the primary colours, and black and white, to mix a full range of hues and tones - compose the work and plan the effective use of 	<p style="text-align: center;"><u>Collage-Rivers</u></p> <ul style="list-style-type: none"> - accurately cut complex shapes from a range of materials - use more specialist cutting equipment and adhesives - alter and amend a range of surfaces to create new textures appropriate to the work

<p>Collage(Richard Long, Paul Cummins)</p>	<ul style="list-style-type: none"> – ink up a block and print regular and irregular prints – develop offset prints that investigate a range of tessellated approaches – develop the art language to enable them to identify and talk about pattern and texture in natural and made objects – relate their work to the work of other artists and describe how these prints could have been made 		<p>available space</p> <ul style="list-style-type: none"> – describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the processes of working in the context of the key elements – develop techniques to enable them to create use the key elements, of line, tone etc., including proportion and simple perspective in their work – discover, know and use the proportions of the human body 	<p><u>Sculpture</u> <u>design and create planned sculptures from single and combined media using some of the following techniques and processes:</u></p> <ul style="list-style-type: none"> - using a range of techniques for building, joining and decorating clay - using a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials including paper - creating papier-mâché/clay and using it to model 3D shapes in a range of scales
<p>Year 6 Artists</p> <p>Sculpture (Giacometti)</p> <p>Painting (Monet)</p>	<p><u>Textiles-Stockings</u></p> <ul style="list-style-type: none"> – cut a simple paper pattern and use it to create a basic shape from fabric create new threads by, for example, knotting and plaiting, to use as decoration <p><u>Collage - Antarctica</u></p> <ul style="list-style-type: none"> – accurately cut complex shapes from a range of materials – use more specialist cutting equipment and adhesives – alter and amend a range of surfaces to create new textures appropriate to the work 	<p><u>Sculpture</u> using plaster impregnated bandage over armatures</p>		<p><u>Printing</u></p> <ul style="list-style-type: none"> – develop the art language to enable them to identify and talk about pattern and texture in natural and made objects – photography is a form of printing – develop their own repeat patterns using the computer – printing is used commercially widely in, for example, fabrics, papers and magazines, packaging and other forms of easily reproduced graphic design

