Colgate Primary School Art - Year R Overview

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| **Subject Area** | **Developing Ideas** | **Drawing** | **Painting** | **Printing** | **3D** | **Art through Technology** | **Responding to Art** |
| **Links to Early Learning Goals** | -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  -Share their creations, explaining the process they have used | | | | | | |
| **Key knowledge and skills** | Look and talk about what they have produced, describing simple techniques and media used. | Enjoy using tools, fingers, hands, chalk, pens and pencils.  Begin to control a range of media.  Produce lines of different thickness and tone using a pencil.  Start to produce different patterns and textures. | Enjoy using a variety of tools including different size brushes and tools e.g., sponge brushes, fingers, twigs.  Recognise and name the primary colours being used.  Mix and match colours to different objects.  Explore working with paint on different surfaces. | Enjoy taking rubbings: leaf, brick, coin.  Make simple pictures by printing from objects.  Develop simple patterns by using objects.  Enjoy using stencils to create a picture | Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.  Cut shapes using scissors and other modelling tools.  Build a construction/  sculpture using a variety of objects e.g., recycled, natural and manmade materials. | Begin to use a simple computer paint program to create a picture. | Look and talk about what they have produced, describing simple techniques and media used. |
| **Resources** |  | Pastels/Charcoal  Chalk/Pens/pencils  Variety of paper | Different sized brushes  Twigs  Ready mix paint/finger paint/ready mix paint  Paper/card | Paper  Printing trays  Tools to print with  Sponges | Clay/play dough  Construction | Paint program  iLearn2 |  |
| **Key Vocabulary** | Colours/shapes  Patterns  I like/don’t like…  Draw/sketch | Lines /Patterns/shapes  Thick/thin  Light/dark  Pastels/charcoal  Tools | Primary colours  Mix  Shades  Light/lighter/lightest  Dark/darker/darkest  Thick/thin | Rubbings  Printing  Patterns  Repeated patterns  Stencils | Decorate/Squeeze/roll/pinch/knead/stretch  3D  Shapes  Tools | Create  Photograph  Paint program | I like/don’t like…  It was easy/hard to…  I used… |

Colgate Primary School Art - Year 1 Overview

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| **Subject Area** | **Developing Ideas** | **Drawing** | **Painting** | **Printing** | **3D** | **Art through Technology** | **Responding to Art** |
| **National Curriculum Content** | To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | -Use a range of materials creatively to design and make products  -Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | | | | | To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| **Key knowledge and skills** | Apple Y1- Record simple media explorations.  Investigate textures by describing, naming, rubbing, copying.  Maple Y1- Record simple media explorations.  Investigate textures by describing, naming, rubbing, copying.  Begin to understand how colours can link to mood and feelings in art. | -Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, pen and chalk.  -Control the types of marks made with the range of media.  -Develop a range of tone using a pencil and use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light/dark lines. | -Experiment with paint using a range of tools, e.g., different brush sizes, hands, feet, rollers and pads.  -Explore techniques such as lightening and darkening paint without the use of black or white.  -Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. | -Explore printing simple pictures with a range of hard and soft materials e.g., cork, pen barrels, sponge.  -Experience impressed printing e.g., printing from objects.  -Begin to identify forms of printing: books, posters, pictures, fabrics.  -Use printmaking to create a repeating pattern. | -Experiment in a variety of malleable media such as clay, papier-mache, salt dough and Modroc.  -Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.  -Continue to manipulate malleable materials in a variety of ways including rolling, pinching, kneading.  -Impress and apply simple decoration techniques, including painting. | -Take a self-portrait or photograph.  -Use a simple computer paint program to create a picture. | -Look and talk about their own work and that of other artists.  -Talk about the techniques they have used.  -Share their likes and dislikes.  -Describe the similarities and differences between their work and the work of others.  -Begin to respond to art from other cultures and other periods of time. |
| **Resources** | Sketchbooks | Sketchbooks  Pastels/Charcoal  Chalk/Pens/pencils  Variety of paper | Different sized brushes  Sponges  Natural materials e.g. twigs  Stampers/ rollers  Coloured/shaped/sized paper  Paint trays/palettes  Paint- ready mixed and powder  Water pots | Natural/manmade resources  Paint  Stencils  Hard and soft materials e.g., corks/sponges/potatoes  [Art and Design KS1 / KS2: Printmaking with different materials - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-printmaking-with-different-materials/zhytscw) | Clay and boards  Playdough and tools  Papier mâché  Salt dough  Scissors  Recycled/natural/manmade materials | Paint program  iPad |  |
| **Key Vocabulary** | Colours/textures/shapes  Patterns  Feelings  I like/don’t like…  Draw/sketch | Lines /Patterns/shapes  Thick/thin  Light/dark  Pastels/charcoal  Tools | Primary colours  Mix  Shades  Light/lighter/lightest  Dark/darker/darkest  Thick/thin | Rubbings  Printing  Patterns  Repeated patterns  Stencils | Decorate/Squeeze/mould/  roll/pinch/knead/stretch  3D  Shapes  Tools  Sculpture  Natural/Manmade Materials | Self portrait  Photograph  Paint program  Zoom | I like/don’t like…  It was easy/hard to…  These are the same/different because…  I used…  I like this art/artist because… |

Colgate Primary School Art - Year 2 Overview

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| **Subject Area** | **Developing Ideas** | **Drawing** | **Painting** | **Printing** | **3D** | **Art through Technology** | **Responding to Art** |
| **National Curriculum Content** | To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | -Use a range of materials creatively to design and make products  -Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | | | | | To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| **Key knowledge and skills** | -Plan and develop simple ideas.  -Build information on colour mixing, the colour wheel and colour spectrums.  -Collect textures and patterns to inform other work.  -Express links between colour and emotion.  -Use line and tone in different media to consider shape, shade, pattern and texture. | -Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.  -Draw lines/marks from observations.  -Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.  -Understand tone through the use of different grades of pencils (HB, 2B, 4B) | -Explore a range of painting techniques e.g., layering, mixing media, and adding texture.  -Make tints using white and tones by adding black to make darker and lighter shades.  -Build confidence in mixing colour shades and tones.  -Understand the colour wheel and colour spectrums.  -Be able to mix all the secondary colours using primary colours confidently.  -Use a suitable brush to produce marks appropriate to work e.g., small brush for small marks. | -Continue to explore printing simple pictures with a range of hard and soft materials e.g., cork, pen barrels, sponge.  -Demonstrate experience at impressed printing: drawing into ink, printing from objects.  -Use equipment and media correctly and be able to produce a clean, printed image.  -Take simple prints e.g., mono printing.  -Experiment with overprinting motifs and colour. | -Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g., clay pot, figure, structure  -Explore carving as a form of 3D art. | -Understand how to use ‘zoom’ to show an object in detail e.g., use a viewfinder to focus on a specific part of an artefact before drawing it.  -Use a computer paint program to create and edit a picture.  -Use a variety of tools e.g., fill, erase etc. | -Explore the work of a range of artists, craft makers and designers.  -Begin to describe the similarities and differences between different practices and make links to their own work.  -Express thoughts and feelings about a piece of art and say how it makes them feel.  -Explain the successes and challenges in a piece of art created.  -Identify changes they might make or how their work could be developed further.  -Begin to respond to art from other cultures and other periods of time. |
| **Resources** | Sketchbooks | Pastels/Charcoal/Pens/Chalk/ Pencils of varying grades  Variety of paper/Viewfinders | Different sized brushes  Sponges/rollers/pads  Coloured/shaped/sized paper  Paint trays/palettes  Paint- ready mixed and powder  Water pots  Colour wheel | Natural/manmade resources  Paint/ink  Hard and soft materials e.g., corks/sponges  String and card  [Art and Design KS1 / KS2: Printmaking with different materials - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-printmaking-with-different-materials/zhytscw) | Clay/boards/tools  Papier mâché  Salt dough  Modroc  Scissors  Recycled/natural/manmade materials | Paint program  iPad |  |
| **Key Vocabulary** | Colours/shades/textures/  shapes/patterns  Feelings  I like/don’t like…  Draw/sketch  Colour wheel/spectrum  Line/tone | Tone /Grades  Hatching/Scribbling/Stippling  Blending | Primary/secondary colours  Mix /Layering  Shades/tones  Light/lighter/lightest  Dark/darker/darkest  Thick/thin | Rubbings  Printing  Patterns  Repeated patterns  Mono printing  Overprinting | Decorate/Squeeze/mould/  roll/pinch/knead/stretch  3D  Shapes  Tools  Sculpture / Carving  Natural/Manmade Material | Self portrait  Photograph  Paint program  Zoom  Detail  Viewfinder | I like/don’t like…  It was easy/hard to…  These are the same/different because…  I used…  I like this art/artist because…  This makes me feel…  Next time I could try/change/improve… |

Colgate Primary School Art - Year 3 Overview

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| **Subject Area** | **Developing Ideas** | **Drawing** | **Painting** | **Printing** | **3D** | **Art through Technology** | **Responding to Art** |
| **National Curriculum Content** | Create sketchbooks to record their observations and use them to revisit and review ideas.  Know about great artists, architects and designers in history. | -Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | | | | | Create sketchbooks to record their observations and use them to revisit and review ideas.  Know about great artists, architects and designers in history. |
| **Key knowledge and skills** | -Record explorations and try out ideas, plan colours and plan and collect source material for future works.  -Identify interesting aspects of objects as a starting point for work.  -Express feelings about a subject.  -Make notes about techniques used by artists.  -Annotate ideas for improving their work by keeping notes. | -Develop intricate patterns/marks with a variety of media.  -Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.  -Begin to indicate facial expressions in drawings.  -Begin to show consideration in the choice of pencil grade they use. | -Use a range of brushes to show increasing control over the types of marks made.  -Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.  -Use light and dark within painting and begin to explore complimentary colours.  -Create a background using a wash. | -Print simple pictures using different printing techniques.  -Continue to explore both mono-printing and relief printing.  -Demonstrate experience in 3 colour printing | -Begin to show an awareness of objects having a third dimension and perspective.  -Learn to secure work to continue at a later date.  -Join two parts successfully.  -Construct a simple base for extending and modelling other shapes.  -Produce more intricate surface patterns/textures and use when appropriate.  -Produce larger ware using pinch/slab/coil techniques. | -Use printed images taken with a digital camera and combine them with other media.  -Use ICT to create a piece of work that includes their own work and that of others (e.g., using the internet).  -Take photographs and explain their creative vision. | -Continue to explore the work of a range of artists, craft makers and designers.  -Describe the similarities and differences between different practices and make links to their own work.  -Discuss own and others work, expressing thoughts and feelings, using knowledge and understanding of artists and techniques.  -Respond to art from other cultures and other periods of time. |
| **Resources** | Sketchbooks | Pencils of varying grades/Pastels/Charcoal  Variety of paper/Viewfinders | Different sized brushes  Coloured/shaped/sized paper  Paint trays/palettes  Paint- ready mixed and powder  Water pots | Fabric/paper/card  Paint/ink  Rollers/paint trays  [Art and Design KS1 / KS2: Printmaking with different materials - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-printmaking-with-different-materials/zhytscw) | Clay/boards/tools  Modroc | iPad |  |
| **Key Vocabulary** | I like/dislike/prefer….  I could try…  Colours/shades/textures/shapes/patterns  Feelings  Grades  Sources | Intricate  Tone / Texture  Forms  Grades  Movement | Effects/texture  Blocking colour  Washes  Shades/tones  Complimentary colours  Background | Mono printing  Relief (block) printing  Fabric painting  Repeated patterns | Third dimension  Perspective  Base  Patterns/textures  Pinch/slab/coil techniques  Carving  Marquettes (rough plan)  Armature (framework) | Printed image  Combine  Media  Digital image  Detail | These are the same/different because…  I used…  I like this art/artist because…  This makes me feel…  Next time I could try/change/improve…  I chose to…because…  It would make my work even better if I … |

Colgate Primary School Art - Year 4 Overview

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| **Subject Area** | **Developing Ideas** | **Drawing** | **Painting** | **Printing** | **3D** | **Art through Technology** | **Responding to Art** |
| **National Curriculum Content** | Create sketchbooks to record their observations and use them to revisit and review ideas.  Know about great artists, architects and designers in history. | -Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | | | | | Create sketchbooks to record their observations and use them to revisit and review ideas.  Know about great artists, architects and designers in history. |
| **Key knowledge and skills** | Oak Y4- Plan, try out ideas, plan colours and collect source material for future works.  Express likes and dislikes through annotations.  Use complimentary and contrasting colours for effect.  Cedar Y4- Plan, try out ideas, plan colours and collect source material for future works.  Adapt and improve original ideas.  Keep notes to indicate their intentions/ purpose of a piece of work.  Use complimentary and contrasting colours for effect. | Oak Y4- Develop intricate patterns using different grades of pencil and other implements to create lines and marks.  Begin to show awareness of representing texture through the choice of marks and lines made.  Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.  Cedar Y4- Experiment with different grades of pencil/other implements to achieve variations in tone.  Develop further drawings featuring the third dimension/ perspective.  Further develop drawing a range of tones and lines using a pencil.  Use a range of techniques and begin to understand why they best suit.  Attempt to show reflections in a drawing.  Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. | Y4- Start to develop a painting from a drawing.  Use light and dark within painting and show understanding of complimentary colours.  Mix colours, shades and tones with increasing confidence.  Cedar Y4- Control the types of marks made and experiment with different effects and textures e.g., blocking in colour, washes, thickened paint creating textual effects.  Use light and dark within painting. Show understanding of complimentary colours.  Mix colours, shades and tones with increasing confidence.  Work in the style of a selected artist (not copying). | Y4- Increase awareness of mono and relief printing.  Demonstrate experience in fabric painting.  Expand experience in 3 colour printing.  Cedar Y4- Increase awareness of mono and relief printing.  Create repeating patterns. | Y4- Secure work to continue at a later date.  Make a slip to join to pieces of clay.  Decorate, coil and produce marquettes confidently when necessary.  Model over an armature: newspaper frame for Modroc.  Adapt work as and when necessary and explain why.  Gain more confidence in carving as a form of 3D art.  Cedar Y4- Secure work to continue at a later date.  Make a slip to join to pieces of clay.  Use recycled, natural and manmade materials to create sculptures.  Adapt work as and when necessary and explain why.  Show awareness of the effect of time upon sculptures. | Y4- Create a piece of art which includes integrating a digital image that they have taken.  Combine graphics and text.  Cedar Y4- Take a photo from an unusual or thought-provoking viewpoint.  Combine graphics and text. | Y4- Discuss and review own and others’ work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Begin to explore a range of great artists, architects and designers in history.  Cedar Y4- Discuss and review own and others’ work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Begin to explore a range of great artists, architects and designers in history. |
| **Resources** | Sketchbooks | Pencils of varying grades/Pastels/Charcoal  Variety of paper  Viewfinders | Different sized brushes  Coloured/shaped/sized paper  Paint trays/palettes  Paint- ready mixed and powder  Water pots | Fabric/paper/card  Paint/ink  Rollers/paint trays  [Art and Design KS1 / KS2: Printmaking with different materials - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-printmaking-with-different-materials/zhytscw) | Recycled/natural/manmade materials  Modroc  Clay/boards/tools | iPad  Photo editing software |  |
| **Key Vocabulary** | I changed...because…  I could improve…because...  Tones/hints/light/shade  Sources | Tone /Texture/Grades  Third dimension  Perspective/Reflection  Technique /Intricate  Single focal point/Horizon  Sources | Effects/texture  Blocking colour  Washes  Shades/tones  Complimentary colours | Mono printing  Relief (block) printing  Fabric painting  Repeated patterns | Third dimension/Perspective  Base/ Armature (framework)  Patterns/textures  Pinch/slab/coil techniques  Carving  Glaze/polish  Slip  Adapt | Printed image  Combine  Media /Digital image  Viewpoint  Light/shade  Texture | I like this art/artist because…  This makes me feel…  Next time I could try/change/improve…  I chose to…because…  It would make my work even better if I … |

Colgate Primary School Art - Year 5 Overview

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| **Subject Area** | **Developing Ideas** | **Drawing** | **Painting** | **Printing** | **3D** | **Art through Technology** | **Responding to Art** |
| **National Curriculum Content** | Create sketchbooks to record their observations and use them to revisit and review ideas.  Know about great artists, architects and designers in history. | -Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | | | | | Create sketchbooks to record their observations and use them to revisit and review ideas.  Know about great artists, architects and designers in history. |
| **Key knowledge and skills** | -Plan, try out ideas, plan colours and collect source material for future works.  -Adapt work as and when necessary and explain why.  -Keep notes which consider how a piece of work may be developed further. | -Develop a key element of their work: line, tone, pattern, texture.  -Use different techniques for different purposes i.e., shading, hatching.  -Start to develop their own style using tonal contrast and mixed media.  -Develop further simple perspective in their work using a single focal point and horizon.  -Begin to develop an awareness of composition, scale and proportion.  -Work from a variety of sources including observation, photographs and digital images.  -Develop close observation skills using a variety of viewfinders. | -Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.  -Mix and match colours to create atmosphere and light effects.  -Mix colour, shades and tones with confidence building on previous knowledge.  -Start to develop their own style using tonal contrast and mixed media. | -Continue to gain experience in overlaying colours.  -Start to overlay prints with other media.  -Use print as a starting point to embroidery.  -Show experience in a range of mono print techniques. | -Show experience in combining pinch, slabbing and coiling to produce end pieces.  -Develop understanding of different ways of finishing work: glaze, paint, polish.  -Gain experience in modelling over an armature: newspaper frame for Modroc.  -Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.  -Show increasing confidence to carve a simple form. | -Scan an image or take digital photographs and use software to alter them and create work with meaning.  -Compose a photo with thought for textural qualities, light and shade. | -Recognise the art of key artists and begin to place them in key movements or historical events.  -Discuss and review own and others’ work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  -Identify artists who have worked in a similar way to their own work.  -Explore a range of great artists, architects and designers in history.  -Compare different styles and approaches. |
| **Resources** | Sketchbooks | Pencils of varying grades/Pastels/Charcoal  Variety of paper  Viewfinders | Different sized brushes  Coloured/shaped/sized paper  Paint trays/palettes  Paint- ready mixed and powder  Water pots | Fabric/paper/card  Paint/ink  Rollers/paint trays  [Art and Design KS1 / KS2: Printmaking with different materials - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-printmaking-with-different-materials/zhytscw) | Recycled/natural/manmade materials  Modroc  Clay/boards/tools | iPad  Photo editing software |  |
| **Key Vocabulary** | I changed...because…  I could improve…because...  Tones/hints/light/shade  Sources | Tone /Texture  Third dimension/Perspective/Reflection  Technique  Single focal point/Horizon  Sources | Effects/texture  Blocking colour  Washes  Shades/tones  Complimentary colours  Atmosphere | Mono printing  Overlaying  Relief (block) printing  Fabric painting  Repeated patterns | Third dimension  Perspective  Base  Patterns/textures  Pinch/slab/coil techniques  Carving  Glaze/polish  Armature (framework) | Printed image  Combine  Media /Digital image  Viewpoint  Scan  Light/shade  Texture | I like this art/artist because…  This makes me feel…  Next time I could try/change/improve…  I chose to…because…  It would make my work even better if I …  I prefer this style/technique because… |

Colgate Primary School Art - Year 6 Overview

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| **Subject Area** | **Developing Ideas** | **Drawing** | **Painting** | **Printing** | **3D** | **Art through Technology** | **Responding to Art** |
| **National Curriculum Content** | Create sketchbooks to record their observations and use them to revisit and review ideas.  Know about great artists, architects and designers in history. | -Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | | | | | Create sketchbooks to record their observations and use them to revisit and review ideas.  Know about great artists, architects and designers in history. |
| **Key knowledge and skills** | Plan and collect source material.  Annotate work.  Consider the use of colour for mood and atmosphere. | -Develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.  -Use different techniques for different purposes i.e. shading, hatching, understanding which works well and why.  -Develop their own style using tonal contrast and mixed media.  -Develop further simple perspective in their work using a single focal point and horizon.  -Develop an awareness of composition, scale and proportion. | -Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.  -Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.  -Mix colour, shades and tones with confidence building on previous knowledge.  -Understand what works well in their work and why. | -Demonstrate experience in a range of printmaking techniques.  -Describe techniques and processes.  -Adapt their work according to their views and describe how they might develop it further.  -Develop their own style using tonal contrast and mixed media. | -Model and develop work through a combination of pinch, slab and coil.  -Work around armatures or over constructed foundations.  -Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.  -Demonstrate experience in relief and freestanding work using a range of media.  -Recognise sculptural forms in the environment e.g., furniture, buildings  -Confidently carve a simple form.  -Solve problems as they occur. | Have opportunity to explore modern and traditional artists using ICT and other resources.  Combine a selection of images using digital technology, considering colour, size and rotation. | Discuss and review own and others’ work, expressing thoughts and feelings, explaining their views.  Identify artists who have worked in a similar way to their own work.  Explore a range of great artists, architects and designers in history. |
| **Resources** | Sketchbooks | Pencils of varying grades/Pastels/Charcoal  Variety of paper  Viewfinders | Different sized brushes  Coloured/shaped/sized paper  Paint trays/palettes  Paint- ready mixed and powder  Water pots | Fabric/paper/card  Paint/ink  Rollers/paint trays  [Art and Design KS1 / KS2: Printmaking with different materials - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-printmaking-with-different-materials/zhytscw) | Modroc  Clay/boards/tools  Recycled/natural/manmade materials | iPad  Photo editing software |  |
| **Key Vocabulary** | Colours-mood/ atmosphere  I changed...because…  I could improve…because...  Sources | Tone/Texture  Technique  Perspective  Single focal point  Perspective | Shade/tone  Effects/textures  Washes  Shades/tones  Complimentary colours  Atmosphere | Mono printing  Overlaying  Relief (block) printing  Fabric painting  Repeated patterns | Third dimension/Perspective  Base  Patterns/textures  Pinch/slab/coil techniques  Carving  Glaze/polish  Armature (framework)  Foundations  Freestanding | Digital image  Rotation | I like this art/artist because…  This makes me feel…  Next time I could try/change/improve…  I chose to…because…  It would make my work even better if I …  I prefer this style/technique because…  My piece is like the work of…because… |

**Useful websites**

* [Art and Design KS1/KS2: Schools Art and Design - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2--ks3-schools-art-and-design/zmd4mfr) – videos to support printing, sketching, collage, painting and sculpting.
* [AccessArt: Sharing Visual Arts Inspiration](https://www.accessart.org.uk/)
* [Art, craft & design lessons and projects | NSEAD](https://www.nsead.org/resources/units-of-work/)