



ART SKILLS TO BE TAUGHT

AREA	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Inspiration from the greats	<p>Describe the work of notable artists</p> <p>Use some of the ideas of artists studied to create pieces</p>	<p>Describe the work of notable artists, artisans and designers</p> <p>Use some of the ideas of artists studied to create pieces</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers</p>	<p>Create original pieces that are influenced by studies of others</p>	<p>Give details (including own sketches) about the style of notable artists, artisans and designers</p> <p>Create original pieces that show a range of influences and styles</p>	<p>Show how the work of those studied was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and styles</p>
To develop ideas	<p>Respond to ideas and starting points</p>	<p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p>	<p>Develop ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources in a sketchbook</p> <p>Evaluate ideas</p>	<p>Adapt and refine ideas as they progress</p> <p>Explore ideas in a variety of ways, including the use of a sketchbook</p> <p>Comment on artworks using visual language</p> <p>Evaluate ideas</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum</p> <p>Spot the potential in unexpected results as work progresses</p> <p>Use a sketchbook to collect, record, review, revisit and evaluate ideas</p>	<p>Collect information, sketches and resources and present ideas imaginatively in a sketch book</p> <p>Use the qualities of materials to enhance ideas</p> <p>Comment on artworks with a fluent grasp of visual language</p> <p>Use a sketchbook to collect, record, review, and evaluate ideas</p>



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To master techniques						
Printing	Use repeating or overlapping shapes	Press, roll, rub and stamp to make prints Mimic print from the environment (e.g. wallpaper)	Use layers of two or more colours Replicate patterns observed in natural or built environments	Make precise repeating patterns Make printing blocks (e.g. from coiled string glued to a block)	Build up layers of colour Create an accurate pattern, showing fine detail	Use a range of visual elements to reflect the purpose of the work
Collage	Use a combination of materials that are cut, torn and glued	Sort and arrange materials Mix materials to create texture	Select and arrange materials for a striking effect Use overlapping and mosaic	Ensure work is precise Use coiling, tessellation, and montage	Mix textures (rough and smooth, plain and patterned)	Combine visual and tactile qualities
Textiles	Join materials using glue Use weaving to create a pattern	Join materials using a stitch Use plaiting Use dip dye techniques	Create weavings	Quilt, pad and gather fabric Shape and stitch materials	Choose from a range of stitching techniques	Show precision in techniques Combine previously learned techniques to create pieces
Digital Media	Use a wide range of tools to create different lines, colours and shapes	Use a wide range of tools to create different textures and tones	Create images and explain why they were created	Create video and sound recordings and explain why they were created	Enhance digital media by editing (including sound, video, still images and installation)	Enhance digital media by editing (including sound, video, animation and installation)



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<p>Painting</p>	<p>Use thick and thin brushes</p> <p>Mix primary colours to make secondary</p>	<p>Add white to colours to make tints and black to colours to make tones</p> <p>Create colour wheels</p>	<p>Mix colours effectively</p> <p>Use watercolour paint to produce washes for backgrounds then add detail</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Experiment with creating mood with colour</p>	<p>Sketch (lightly) before painting to combine line and colour</p> <p>Create a colour palette based upon colours observed in the natural or built world</p> <p>Use brush techniques and the qualities of paint to create texture</p>	<p>Develop a personal style of painting, drawing upon ideas from other artists</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p>
<p>Sculpture</p>	<p>Use a combination of shapes</p> <p>Use rolled up paper, straws, paper, card and clay as materials</p>	<p>Use rolled up paper, straws, paper, card and clay</p> <p>Use techniques such as rolling, cutting, moulding and carving</p> <p>Include lines and texture</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</p>	<p>Include texture that conveys feelings, expression or movement</p> <p>Use clay and other mouldable materials</p>	<p>Use tools to carve and add shapes, texture and pattern</p> <p>Combine visual and tactile qualities</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p>
<p>Drawing</p>	<p>Draw lines of different sizes and thickness</p> <p>Colour (own work) neatly following the lines</p>	<p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using coloured pencils</p>	<p>Use different types of pencils to show line, tone and texture</p> <p>Sketch lightly (no need to use a rubber to correct mistakes)</p>	<p>Annotate sketches to explain and elaborate ideas</p> <p>Use shading to show light and shadow</p> <p>Use hatching and cross hatching to show tone and texture</p>	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Use lines to represent movement</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</p>



THE MARTON ACADEMY

LABOR OMNIA VINCIT

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Evidence	