

ART AT ALBAN CITY SCHOOL

At Alban City School, we aim to teach Art and Design in a fun, creative, imaginative and engaging way. We will ensure that children are inspired and challenged throughout each topic, and develop the confidence to experiment and reflect their personalities in their art work. Each child will experience drawing, painting, sculpture, printing and textiles, and skills will be developed as they progress through the school using a range of high quality tools and resources. Opportunities will be provided to develop deeper understanding and critical thinking by exploring the work of various artists, sculptors and designers, and their impact on culture and history.

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
C/P D S P/T	Expressive arts and design	Kandinsky Picasso Klee	Klee Roy Lichtenstein Andy Goldsworthy	Pollock David Hockney Henry Moore Aboriginal art	Van Gogh Cezanne Barbara Hepworth	Henri Rousseau Lowry Donatello Andy Warhol	Banksy Paul Nash (WW2) Antony Gormley /Giacometti
Colour and painting	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Use a sketchbook to sort, select and</p>	<p>Introduce different brushes for specific purposes. E.g. small brush for small marks.</p> <p>Continue to experiment with lightening and darkening paint with and without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store</p>	<p>Begin to apply colour using dotting, scratching and splashing.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence to create spectrums of colour.</p> <p>Use a sketchbook to record media</p>	<p>Make colours shown on commercial colour charts.</p> <p>Mix and match colours to those in a work of art.</p> <p>Use sketchbooks to explore colour to reflect mood.</p> <p>Observe colours on hands and faces -mix flesh colours.</p> <p>Start to look at working in the style of a selected artist.</p>	<p>Explore texture in colour E.g. sawdust, glue, sand and on different surfaces.</p> <p>Mix and match colours to create mood, feeling and atmosphere.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source</p>	<p>Explore the texture of paint E.g. very wet and thin or thick and heavy.</p> <p>Control and experiment with hue, tone, tint, shades and mood.</p> <p>Consider artists' use of colour and use colour for purpose and explain the reasons for their choices.</p> <p>Use sketchbooks to collect and record</p>

Drawing

	<p>make collections of different colours.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>information on colour mixing and create a colour wheel.</p>	<p>explorations and experimentations as well as try out ideas.</p>		<p>material for future works.</p> <p>Start to develop their own style.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events E.g. Impressionism, Surrealism</p>	<p>visual information from different sources as well as planning and collecting source material. Adapt and annotate the work in their sketchbooks.</p> <p>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.</p>
	<p>Begin to control the types of marks made with a range of media (chalk, charcoal, pencil, pen)</p> <p>Use two different grades of pencil.</p> <p>Use lines of different shapes and thickness. E.g. Straight, curves, zig-zag, cross hatching, stippling.</p> <p>Encourage accurate drawings of people that include all the</p>	<p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Use three different grades of pencil.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Encourage more accurate drawings of people- particularly faces and their features.</p>	<p>Introduce shading techniques Eg cross hatching, stippling, gradation and hatching.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Show facial expressions in their drawings of people.</p> <p>Begin to show an</p>	<p>Continue to develop shading techniques Eg cross hatching, stippling, gradation and hatching.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Identify and draw the effect of light (shadows on a surface, objects and people).</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Show reflections and the effect of light on different objects from different directions.</p> <p>Use rubbers to lighten, pencil to show tone and tones of the same colour.</p> <p>Use sketchbooks to collect, record and plan for future works. Start to develop their own</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through line, tone, pattern, texture.</p> <p>Use a variety of techniques to interpret the texture of a surface.</p> <p>Use different techniques previously taught for different purposes i.e. shading,</p>

		<p>visible parts of the human body.</p> <p>Observe patterns in the natural and man-made world.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>awareness of objects having a third dimension and perspective.</p>	<p>collecting source material for future works.</p> <p>Produce increasingly accurate pictures of people- building on their work on facial features to include proportion, placement and shape of body.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p>	<p>style using tonal contrast and mixed media.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>hatching within their own work, understanding which works well in their work and why.</p> <p>Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their drawing.</p>
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Sculpture

<p>Experiment with a variety of malleable media such as clay, salt dough by manipulating it in different ways. (rolling, pinching and kneading etc.)</p> <p>Shape and model clay and salt dough materials for a purpose, e.g. pot, tile, decoration</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Observe patterns, shapes and forms in the natural environment.</p> <p>Use natural materials to create shapes and patterns.</p> <p>Recreate shapes and patterns from the natural environment using malleable media.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculpture.</p>	<p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Shape and model papier mache for a purpose, e.g. bowl/pot .</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Use surface patterns/ textures to decorate an item.</p> <p>Use language appropriate to skill and technique.</p>	<p>Join pieces of clay together using a slip and smoothing techniques.</p> <p>Produce maquettes to plan and investigate ideas.</p> <p>Make an armature using a 2D image.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique.</p>	<p>Show experience in combining pinch, slabbing, coiling and joining clay to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Make an armature and use textiles to model over it.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work around armatures or over constructed foundations using Modroc.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Use sketchbooks to plan how to join parts of the sculpture.</p> <p>Annotate work in sketchbook.</p> <p>Use language appropriate to skill and technique.</p>
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Printing and Textiles

<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen lids, sponge.</p> <p>Introduce impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: String and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics, wrapping paper.</p> <p>Create repeating patterns.</p>	<p>Begin to identify different forms of textiles.</p> <p>Explain how to thread a needle and have a go at stitching onto fabric using a running stitch.</p> <p>Gain experience in weaving onto a 2D form. (Carrier bags onto a fence, paper weaving, grass onto a stick frame)</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons</p> <p>Create and use natural dyes i.e. onion skins, tea, beetroot.</p>	<p>Experiment with overprinting motifs and colour.</p> <p>Explore both mono-printing and relief printing.</p> <p>Introduce printing in 3 colours.</p> <p>Explore 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.</p>	<p>Introduce cross stitching as an embroidery technique.</p> <p>Apply decoration using needle and thread: buttons, sequins, beads.</p> <p>Apply colour with tie dye. Use tie dyes to decorate fabric for a purpose.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique.</p> <p>Research fabrics and techniques from different countries.</p>	<p>Combine prints taken from different objects to produce an end piece.</p> <p>Use mono printing techniques to create an image and manipulate it digitally.</p> <p>Use knowledge of the colour spectrum to justify colour choices.</p> <p>Research the work of a famous printer/artist.</p> <p>Create a print design that meets a given criteria.</p> <p>Print onto different materials.</p>	<p>Introduce using resist paste and batik. Use more than one colour.</p> <p>Design, plan and decorate a fabric piece using batik.</p> <p>Introduce chain and back stitch as an embroidery technique.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Use language appropriate to skill and technique.</p>
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