

St Augustine’s School

Art Components and Composite

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p>	<p>National Curriculum Objectives: Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to 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 ♣ 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.</p>		<p>National Curriculum Objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.</p>			
Drawing						
<p>Can they draw using pencil and crayons? Can they hold a pencil using a pincer grip. Can you draw simple shapes e.g circle. Can you tell me what you have drawn?</p>	<p>Can they draw using pencil and crayons and explain what they have drawn? Can they communicate something about themselves in their drawing? Can they create moods in their drawings?</p>	<p>Can they use three different grades of pencil in their drawing)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings?</p>	<p>Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they use different grades of pencil shade, to show different tones and texture? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	<p>Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line and colour to represent figures and forms in movement?</p>	<p>Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?</p>	<p>Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques?</p>
Painting and Printing						
<p>Can you tell me the colours you will need? For the sky etc Can you pick the right colour for the trees etc? Can they name all of the colours? Do they understand what happens if you mix two colours together? What are the primary colours?</p>	<p>Can they communicate something about themselves in their painting? Can they create moods in their paintings? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they name the primary and secondary colours? Can they print with sponges, vegetables and fruit? Can they create a repeating pattern?</p>	<p>Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black?</p>	<p>Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they create a background using a wash? Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print in a specific style? Can they print onto different materials?</p>	<p>Can they confidently mix and match colours to create atmosphere and light affects? Can they create mood in their paintings? Can they use a range of brushes to create different effects?</p>	<p>Do they successfully use shading to create mood and feeling? Can they express their emotions accurately through their paintings and sketches? Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they make a printing block? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>	<p>Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques? Can they identify and use primary, secondary, complimentary and contrasting colours and use more specific colour language?</p>
3D/ Textiles						
<p>Can you build a sculpture using different equipment. Can you use simple tools appropriately e.g scissors Can you change your work when you need to? Can you make different shapes with clay to make an object?</p>	<p>Can they use a variety of techniques, e.g. weaving, finger knitting, fabric crayons or sewing? Do they know how to thread a needle, cut, glue and trim material? Can they use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc?</p>	<p>Can they make different kinds of shapes? Can they make a clay tower? Can they add line and shape to their work? Can they use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Can they create textured collages from a variety of media.</p>	<p>Can they begin to sculpt clay and other mouldable materials? Can they choose suitable materials to reach a desired outcome? Do they experiment with and combine materials to design and make 3D form? Do they use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Can they name the tools and materials they have used? Have they developed skills in stitching. Cutting and joining?</p>	<p>Can they use recycled and manmade materials to create sculpture? Can they plan a sculpture through drawing? Do they experiment with and combine materials and processes to design and make 3D form? Can they match the tool to the material? Can they combine skills more readily? Can they choose collage or textiles as a means of extending work already achieved.</p>	<p>Can they join fabrics in different ways, including stitching? Can they use different grades and uses of threads and needles? Can they describe the different qualities involved in modelling, sculpture and construction? Can they plan a sculpture through drawing and other preparatory work?</p>	<p>Can they use a range of information to inform their design? Can they follow and refine their plan if necessary? Can they justify their plan to someone else?</p>
Collage						
<p>Can they fold, and, tear paper? Can they scrunch paper, twist paper and stick it to make textures.</p>	<p>Can they cut and tear paper? Can they gather and sort the materials they will need? Can they glue materials to different backgrounds?</p>	<p>Can they create individual and group collages? Can they fold, crumple, tear and overlap papers? Can they create textured collages? Can they use different kinds of materials on their collage and explain why they have chosen them? Can they use repeated patterns in their collage?</p>	<p>Can they cut very accurately? Can they add collage to a painted or drawn background? Can they experiment using different colours? Can they use mosaic?</p>	<p>Can they develop skills of over lapping and over laying? Can they develop an awareness of texture and colour? Can they use montage?</p>	<p>Can they use a range of media to create collage? Can they experiment with using batik safely?</p>	<p>Can they use tools and materials precisely? Do they change the way they are working if needed? Can they combine visual and tactile qualities to express mood and emotion? Can they be expressive and analytical to adapt, extend and justify their work?</p>
Knowledge						
<p>Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they ask sensible questions about a piece of art?</p>	<p>Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they ask sensible questions about a piece of art?</p>	<p>Can they link colours to natural and man-made objects? Can they say how other artist/craft maker/designer have used colour, pattern and shape?</p>	<p>Can they compare the work of different artists? Can they explore work from other periods of time? Can they explain art from other periods of history?</p>	<p>Can they experiment different styles which artists have used? Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and</p>	<p>Can they experiment with different styles which artists have used? Can they include both visual and tactile elements in their work?</p>	<p>Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Do they learn about the work of others by looking at their</p>

		Can they create a piece of work in response to another artist's work?		what the artist is trying to express in their work?		work in books, the internet, visits to galleries and other sources of information?
Non-Negotiables – Sketchbooks						
Can they begin to demonstrate their ideas in sketchbooks? Can they talk about their likes and dislikes?	Can they begin to demonstrate their ideas in sketchbooks? Can they talk about their likes and dislikes?	Can they begin to demonstrate their ideas through picture in their sketch books? Can they set out their ideas, using 'annotation' in their sketch books?	Can they use their books to express feelings about a subject? Can they suggest improvements to their work by keeping notes in their sketch books? Do they keep notes in their sketch books as to how they have changed their work?	Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books?	Do they keep notes in their sketch books as to how they might develop their work further? Do they keep notes in their sketch book about how they might improve their final outcome if they were to do it again?	Do their sketch books contain detailed notes, and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
Artists						
Autumn Andrew Goldsworthy- Transient natural art Collage L.S.Lowry-Townscapes Drawing and Painting Spring Yayoi Kusama-Pointilism Drawing and painting Katsushika Hokusai- Landscapes Printing Summer Monet-water colours- landscapes Painting/colour mixing	Autumn Piet Mondrian - shape and colour. Spring Leo Lionni - collage Summer Georgia O'Keefe - flowers. Louise Bourgeois – spider. Yinka Shonibare	Spring Ruby Freesia – Shivering Arctic Grace Cossington Smith - Australia Summer Henri Rousseou Andy Goldsworthy Japanese artist - Hiroshi Fuji Local Artist: Belinda Sales - ceramics	Autumn Pippa Hill Spring Jeannie Baker Summer Julian Opie	Autumn Publius Aelius Fortunatus Gaius Fabius Pictor. Arellius. Spring Chie Hitotsuyama Yuken Teruya Summer Derek Gores Tina Berning	Autumn DaVinci Banksy Shamsia Hassani Spring Frida Kahlo Summer Raoul Hausmann	Autumn Egyptian pottery Spring Zaha Hadid and Stephen Wiltshire Summer Leonardo Da Vinci
Composite Curriculum Goals						
Autumn Natural transient art piece. Spring Mountain landscape printed piece. Summer Water colour landscape piece including water.	Autumn Shape painting using different colours and shades. Weaving calendars. Spring Beach collage. Drawing London landmarks using different materials. Summer Design a tshirt using fabric printing.	Spring Antartic painting using strokes colour shades and lines. Aboriginal Art Summer 1 Clay animal model Summer 2 Comparison recycling project / Natural Art project - create own model	Autumn Create dinosaur clay eyes (photo in Art book) Spring Create a Roman mosaic (photo in Art book). Summer Create an item of clothing for yourself/puppet (photo in Art book)	Autumn Term Create a Roman Mosaic using collage skills. Sketch of a Roman Empire Spring Create a 3D globe using recycled and manmade materials. Summer Create a collage using over-lapping techniques using texture and colour.	Autumn Creating own street art work using line, tone, tints and shade. Spring South American fabric printing and painting Summer Space collage using different medium	Autumn Design and create pottery vessel based on Ancient Egyptian pottery. Spring Create a cityscape using line, tone, tints and shades. Summer Create anatomical sketches of animals.

Vocabulary		
Colour Shade Lighter/ Darker Mix Blend Attach Design Style Support Pattern Line Observe Evaluate Brush Stroke Print Build Improve Develop Enhance Create Sculpture Form Mould	Primary Secondary Tertiary Perspective Structure Compose Layer Palette Illustrate Focus Effect Statement Mood Scale Proportion Placement Design Observe Evaluate Tone	Project Perspective Statement Effect Composition Pointillism Surrealism Shadow Prototype Sepia Focal point Limited Palette Hue Tint
Artists and Galleries in Weymouth		
Artists https://www.olivianurrish.com/ (local landscapes) https://ingrid-ellis-textile-art.business.site/ (textile art) https://carolynlynnessart.com/ (watercolour and oil painting) https://www.richearthstudio.co.uk/ (sculpture) http://www.airflowart.com/ (airbrushed or hand painted artwork)	Galleries https://covegallery.co.uk/ http://ww1.galleryonthewey.co.uk/ https://www.sculpturebythelakes.co.uk/ http://summerlandsart.co.uk/ https://dorsetvisualarts.org/directory	Visits https://learningstone.org/ (sculpture) https://www.stuartwiltshireglass.co.uk/ (glass blowing) http://www.sandworld.co.uk/ (sand art) http://www.bennettswatergardens.com/ (botanical art)

https://www.belindasalesceramics.co.uk/ (Ceramics/Wall Art/Sculpture/Driftwood) https://www.jodiehousecollage.co.uk/ (collage) https://www.ollietaylorphotography.com/shop/osmington-mills/ (photography)	https://www.openforart.co.uk/venue/athay-studio-and-gallery/	https://www.weymouthmuseum.org.uk/ (mosaic and photography) https://artasylum.co.uk/ (photography/Art/Studio)
National Websites:		
https://www.identifythisart.com/timeline-of-art-history/ https://www.invaluable.com/blog/art-history-timeline/ https://www.tate.org.uk/art https://www.npg.org.uk/ https://www.starfall.com/h/for-art/?t=323506246 (The Starfall Art Gallery introduces six famous artists. It shows the work of Vincent Van Gogh, Georges Seurat, Paul Gauguin, Marc Chagall, Ernie Barnes and Dorothy Strait) http://www.nicurriculum.org.uk/microsite/the_arts/art/keystage_2/gallery.asp#id=ks2art&num=5 NI Curriculum has a microsite with a Malleable Materials section. This offers a video guide to using clay work in the classroom. https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4 (Art and Design KS1 / KS2 : Using different painting techniques for effect)		