

Aspect	KS1		Lower KS2		Upper KS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing their creative ideas</b>	<p>Completes observational drawings to gain ideas, with some detail.</p> <p>Uses imagination to form designs from a given starting point.</p> <p>Begins to select the materials they will need to complete their design.</p> <p>Uses technology to support their creative ideas.</p>		<p>Uses sketchbooks to record their observations and ideas.</p> <p>Creates designs using a wider range of materials.</p> <p>Presents their work in different ways, including using digital cameras and iPads to record their ideas.</p> <p>Begins to suggest improvements to their own work.</p>		<p>Uses sketchbooks to record their observations and uses them to review and revisit their ideas.</p> <p>Begins to select their own images and starting points for their work.</p> <p>Uses their understanding of different techniques and media to create mixed media pieces using the skills they have learnt.</p> <p>Selects and develop their ideas, with annotations, using suitable materials.</p> <p>Presents their work in different ways, including using digital cameras and iPads to record their ideas.</p>	
<p><b>Understanding of using colour, pattern, texture, line, tone, shape, form and space in art.</b></p> <p>Please note these are examples of skills and schools' curriculum maps may adjust the progression and select accordingly.</p> <p>Pupils will achieve examples under subheadings rather than master all.</p>	<p><b>Colour:</b> Names primary and secondary colours and can mix secondary colours. Creates shades of colour using paint. Justifies the colour choices they have made. Understands that colours can be warm and cold, and that they can be used to show mood. Explores colour using a range of media.</p> <p><b>Form and Space:</b> Explores different forms in 3D sculpture (recognise organic forms from nature and geometric shapes). Begins to draw 3D shapes in 2D form.</p> <p><b>Line:</b> Begins to control lines to make accurate drawings. Can draw a range of lines: vertical, horizontal, cross-hatched and wavy). Uses line to show an expression on a portrait.</p> <p><b>Pattern:</b> Designs and creates their own patterns. Explores a range of manmade and natural patterns. Uses a range of different media to show patterns.</p> <p><b>Shape:</b> Uses a range of shapes to show an abstract composition. Creates designs using organic and geometric shapes.</p> <p><b>Texture:</b> Describes and use different materials to create different textures. Explores textures through rubbings.</p> <p><b>Tone:</b> Explains that tone refers to the lightness or darkness of something. Begins to explore how to add tone to their work.</p>		<p><b>Colour:</b> Increases their awareness of manipulating paint to achieve more colours and shades. Discusses the use of colour within artists' work and how they have applied paint. Manipulates colour and pattern to create prints. Begins to experiment with colour to make abstract colour choices (blue leaves).</p> <p><b>Form and Space:</b> Discusses and create 3D forms using a range of materials. Discusses the use of form within artist's work.</p> <p><b>Line:</b> Uses line to show geometric and organic forms. Discusses the use of line in artists' work. Uses knowledge of lines of symmetry to draw accurate shapes.</p> <p><b>Pattern:</b> Makes patterns using a range of colour and pattern, using geometric, repeating and symmetrical patterns. Discusses the use of pattern in artists' work.</p> <p><b>Shape:</b> Identifies 2D shapes within images and objects. Forms shapes from 3D materials. Expresses geometric compositions using mathematical shapes. Discusses the use of shape in artists' work.</p> <p><b>Texture:</b> Uses a range of materials to express more complex textures (clay, collage) Discusses the use of texture in artists' work.</p> <p><b>Tone:</b> Blends charcoal to create more complex tone. Applies shading techniques with increased levels of control. Discusses the use of tone in artists' work. Using tone to create a 3D effect.</p>		<p><b>Colour:</b> Uses more complex colours to define their pieces of art. Mixes and select colours to accurately reflect objects in a still life composition or in a piece of art. Expresses feelings, thoughts and events through colour mixing.</p> <p><b>Form and Space:</b> Conveys a message or emotion through 3D sculpture. Analyse an artists' use of form.</p> <p><b>Line:</b> Begins to develop continuous line drawing. Draws with increased control of shape, form and detail. Adapts the techniques of other artists to create abstract drawing.</p> <p><b>Pattern:</b> Designs patterns to reflect feelings and emotions. Uses a range of different patterns (inspired by multiple sources) to create more sophisticated designs.</p> <p><b>Shape:</b> Sketches the key shapes of objects from different angles when drawing a still life. Imitates the techniques of artists (simplified shapes and lines to create abstract drawings) and adapt these to create their own designs.</p> <p><b>Texture:</b> Understands how artists manipulate materials to create different textures and can replicate these in their work.</p> <p><b>Tone:</b> Uses tone more precisely when sketching. Begins to describe how to use tone to describe light and shade, contrast and shadow. Begins to use tone to show thoughts and emotions. Analyse an artists' use of tone.</p>	
<p><b>Developing their mastery of different art media.</b></p> <p>Please note these are examples of skills and schools' curriculum maps may adjust the progression and select accordingly.</p> <p>Pupils will achieve examples under</p>	<p><b>Drawing:</b> Draws simple observational and imaginative drawings with some detail. Makes different marks using different tools (felt pens, charcoal, wax crayon, pastels) Produces controlled drawings and can colour inside the lines. Begins to use pencils and pastels to add tone to their drawings. Draws on smaller and larger scales.</p> <p><b>Painting:</b> Mixes colours and apply paint accurately. Controls a paintbrush and make marks using a variety of tools. Uses different consistencies of paint, including washes for backgrounds.</p> <p><b>Printing:</b> Applies appropriate amounts of paint to a surface (finger, sponge, block) to make a print. Controls the placement of a print. Experiments with making different prints and marbling.</p> <p><b>Sculpture:</b> Understands that art can be 2D and 3D.</p>		<p><b>Drawing:</b> Experiments with different tones using graded pencils. Draws sketches with higher levels of detail. Draws on a range of scales. Draws using a range of tools and surfaces (paint, chalk, pastel, pen and ink). Develops shadows using shading. Uses tracing.</p> <p><b>Painting:</b> Uses a variety of brushes to make different marks. Mixes colours to match an image. Lightens and darkens tones using black and white. Uses watercolours and experiment with how to change the intensity of the colour to develop shades. Creates patterns using complementary and opposing colours.</p> <p><b>Printing:</b> Uses a roller and ink to take prints from other objects (leaves, fabric, corrugated card) to show texture. Makes prints using: simple block shapes, string prints on cardboard and rollers to form repeated or continuous patterns, tessellations and overlays. Blends 2 colours when printing.</p>		<p><b>Drawing:</b> Draws first-hand observations (indoor and outdoor) from different viewpoints and can begin to use more abstract representations. Begins to use perspective and proportion in their drawings. Uses a range of mediums on a range of backgrounds. Uses a range of drawing techniques: cross hatching, pointillism, side strokes, use rubber to draw and highlight.</p> <p><b>Painting:</b> Develops how to make marks using paint: dashes, blocks of colour, strokes, points and fine brush strokes. Explores colour intensity. Uses acrylic paint. Develops water colour techniques. Explores colour using a limited palette. Use canvas.</p> <p><b>Printing:</b> Creates polystyrene blocks to use with roller and ink. Explores mono-printing and intaglio (copper etching using thick cardboard with sharp pencil points) Can experiment with screen printing. Can design and create motifs to be turned into printing block images. Can investigate techniques to print on different materials (paper, fabric).</p>	

KS1 and KS2 through to early KS3. For full KS3 and KS4, see Personalised Learning Standards at LCS.

<p>subheadings rather than master all.</p>	<p>Creates different shapes by manipulating clay in different ways (pinching, rolling, scratching) Forms simple structures by connecting different shapes and materials together. Makes sculptures from different materials.</p> <p><b>Textiles and Collage:</b> Creates different collage effects by tearing, cutting and layering different collage materials. Weaves materials. Experiments with natural dyes and simple batik techniques.</p>	<p><b>Sculpture:</b> Uses clay to create sculptures with more detail and texture. Joins clay using the scratch and slip technique. Adds colour to clay once it has dried. Begins to use Modroc. Works on a larger scale as a group. Uses create sculptures of human forms using wires/pipe cleaners.</p> <p><b>Textiles and Collage:</b> Creates embroidery designs based on designs around the world. Sews simple stitches using a variety of threads and wool. Experiments with tie-dyeing and felting. Creates a collage using fabric as a base. Makes collages individually and as a group on different scales. Uses a range of materials and stimuli to create collages and think about showing their ideas in more abstract ways.</p>	<p><b>Sculpture:</b> Creates sculptures on a small and large scale. Creates sculptures from a range of materials (found objects, wire, collage, Modroc). Creates human forms showing movement.</p> <p><b>Textiles and Collage:</b> Begins to use fabric block printing. Creates tie-dye pieces combining 2 colours. Investigates ways of changing fabrics: sewing, ironing, cutting, tearing, creasing, knotting. Weaves using paintings as a stimulus. Experiments with circular embroidery frames. Creates detailed designs which can be developed into batik pieces.</p>
<p><b>Knowledge about great artists, architects, craft makers and designers.</b></p>	<p>Describes the artwork of different artists and cultures (media, line, pattern, colour, shape, texture, form and space)</p> <p>Explores sculptures by known artists.</p> <p>Uses artwork to inspire their designs and create their own pieces of art.</p> <p>As a class, discuss historical and cultural development of artforms related to their topic.</p>	<p>Use the work of artists, architects and designers to replicate ideas or to inspire their own work.</p> <p>Explore sculptures by known artists.</p> <p>As a class, discuss historical and cultural development of artforms related to their topic.</p>	<p>Uses the work of artists, architects and designers to replicate ideas or to inspire their own work. E.g. William Morris, Georgia O'Keeffe</p> <p>Explores a range of art forms: cubism, Pop Art, impressionists, Fauve, pointillism ect.</p> <p>Explores sculptures by known artists. E.g. Matisse, Giacometti</p> <p>As a class, discuss historical and cultural development of artforms related to their topic.</p>
<p><b>Vocabulary</b></p>	<p>Colour, form, texture, shape, space, printing, painting, sketching, cross-hatching, vertical, horizontal, wavy, primary colours (red, blue, yellow), secondary colours (orange, purple, green), artwork, artist, tearing, cutting, layering, tone, lightness, darkness, texture</p>	<p>Talks about art using artistic vocabulary. Organic, geometric, manmade, natural, complementary colours, opposing colours, collage, embroidery, tie-dye, abstract, tracing, shadow.</p>	<p>Uses more artistic vocabulary when talking about their work and the work of others. Light, shade, contrast, shadow, foreground, background, middle ground, perspective, proportion, vanishing point, cross hatching, pointillism, side strokes, cubism, Pop Art, impressionists, Fauve, pointillism</p>