

Year 2022-2023							
Other Curricular Goals	CURRICULAR GOAL: KNOW HOW TO...						
	Component: Know how to DRAW						
	Class 1	Class 2		Class 3		Class 4	
	Reception Expected	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
<p>Know how to use Standard English appropriately</p> <p>Know how to develop socially:</p> <ul style="list-style-type: none"> Working and socialising with other pupils Demonstrate mutual respect and tolerance of different views <p>Know how to have a growth-mindset:</p> <ul style="list-style-type: none"> Know that you might not have mastered it yet Learn from mistakes Listen to feedback from adults and peers 	<p>Use and explore a range of mark making materials; pencil, crayons, chalk, pens to draw.</p>	<p>Draw recognisable shapes experimenting with a range of lines including; straight, wavy, thick and thin.</p>	<p>When drawing use a range of different surfaces to draw for different purposes including; represent stories and real life observations.</p>	<p>When drawing, use shading to create tone using an increasing awareness of composition (foreground /background). Experiment with different grades of pencil; HB, 2B and 8B.</p>	<p>When drawing, use shading to create a 3D effect with an increasing awareness of scale. Select and use a wider range of pencil grades; HB to 8B</p>	<p>When drawing, use a range of line including hatching and cross hatching to create texture in drawing. Use a greater awareness of compositions (foreground/ middle ground/ background) and scale and proportion.</p>	<p>When drawing, demonstrate a greater awareness of detail such as facial expression, folds on clothing and proportion. Begin to use simple perspective using a single focal point and horizon.</p>
	<p>Make imaginative drawings using colour, shape, and pattern. Close observational drawings of natural objects: birds, flowers and nests etc. Draw on different surfaces and coloured papers. Produce lines of different thickness and tone using a pencil.</p>	<p>Self Portraits What is a self-portrait. Introduce a range of sketching techniques, using sketching pencils with softer lead. Use mirrors for self-observation.</p> <p>Henri Rousseau – observational drawing of natural items – flowers, leaves etc.</p> <p>Look at objects at different angles and through view finders Use coloured pencils, chalk, pastels to match colours.</p>	<p>Self portraits Observational drawing skills including shading for a self-portrait.</p> <p>Van Gogh – still life drawing of flowers.</p> <p>Drawing skills enhanced using range of pencil grades</p> <p>Lowry – embed use of pencil grades for effect.</p>	<p>Portraits – apply skills learned by producing Tudor portraits, exploring proportion and position.</p> <p>Drawing skills further enhanced and effects of different grade pencils explored.</p> <p>Link to work on Victorians, with a focus on artist and textile designer, William Morris</p> <ul style="list-style-type: none"> Use careful observational skills to create a still life sketch Learn to use soft, light sketching techniques to create a still life sketch Create a design inspired by nature and William Morris 			

Component: Know how to PAINT						
Class 1	Class 2		Class 3		Class 4	
Reception Expected	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
When painting , explore a range of ways to apply paint including fingers, brushes, sponges, thick brushes, card and sticks.	When painting , identify primary colours and mix to create secondary colours. Use thick and thin brushes according to purpose. Create texture paint by adding sand etc.	When painting , use a developing understanding of colour mixing to create tints and tones on a more complex colour wheel. Experiment with techniques including layering and scraping through.	When painting , work on a range of scales, selecting the most appropriate sized brush e.g. thick brush for large work, thin brush for smaller areas.	When painting , experiment with different effects and textures including watercolour washes and thickened paint.	When painting , create atmosphere and movement in paintings through texture and choice of paint. Identify complementary colours.	When painting , use a range of colours to create specific atmosphere and light effects. Identify contrasting colours.
<p>Colour – learn colour names and mix using primary colours, learning what secondary colours are produced (without using that vocabulary)</p> <p>Explore different types of paint: powder paint, textured paint, water colours, poster paint.</p> <p>Explore how colours can be changed,</p>	<p>Colour – introduce vocabulary of primary and secondary colours; learn how to mix to make these colours and use black and white to create different shades.</p> <p>Colour creation using paints for colour mixing Henri Rousseau. Apply the knowledge of colour creation to paint in the style of Rousseau – using foreground, background and subject.</p>		<p>Colour – introduce vocabulary of tertiary colours; learn how to mix and make these colours, using black and white to alter shade.</p> <p>Van Gogh – use thickened paint, including poster paint.</p> <p>L. S. Lowry – focussing on colour palette, using water colours.</p>		<p>Colour - Revise the work covered on colour and tone, and <u>apply</u> this knowledge. E.g. -</p> <ul style="list-style-type: none"> - collect leaves and order them according to their tone. - investigate the changing tone of green paint using different amounts of water or by adding black or white paint. - In preparation for the sky in the Blitz picture, progress to colour washes, using colour mixing to change from one strong colour to another. - Link to work on World War 2 – Blitz picture (ready mixed paint – colour mixing to achieve desired tones) - Artist study of David Hockney (watercolour paints) 	

Component: know how to 3D						
Class 1	Class 2		Class 3		Class 4	
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<p>When working in 3D manipulate malleable materials (playdoh, clay) using hands and rolling tools.</p> <p>Create basic freeform sculptures.</p>	<p>When working in 3D manipulate malleable materials for s specific purpose e.g. pinch pot, tile.</p> <p>Create sculptures with a range of recycled, manmade and natural materials following a basic plan.</p>	<p>When working in 3D enhance the surface of a piece of work e.g. build a textured tile by carving into it.</p>	<p>When working in 3D enhance the surface of a piece of work by pinching out pieces to create texture.</p>	<p>When working in 3D use simple slip techniques to join pieces of clay together or add decoration.</p>	<p>When working in 3D develop skills in using clay including slabs, coils slips.</p> <p>In addition, learn to use mod roc and art mache to create 3D effects</p>	<p>When working in 3D produce more intricate patterns and textures when using malleable materials.</p> <p>Successfully manipulate mod roc and art mache to produce features in historical portraits</p>
<p>Handle and investigate a range of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, clay, Duplo, lego etc.</p> <p>Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching</p> <p>Begin to arrange blocks, boxes in different ways – stacking, lining up, enclosures.</p> <p>Andy Goldsworthy – collect and arrange natural objects.</p>	<p>Anthony Gormley – use clay with imprint tools and cutting tools to make figures based on Gormley’s work. Use hand moulding to create shapes and forms.</p>		<p>Create pottery from Mayan civilisation. Using clay and a range tools to shape and form the desired effect (pattern). Use new and existing skills to create an object with a specific purpose.</p> <p>Make pinch-pot with pattern formed by range of tools, and cross-hatching to fix a handle.</p>		<p>Clay - Linked to work on the Ancient Greeks Produce a coil pot using the following techniques:</p> <ul style="list-style-type: none"> • Roll coils to the thickness of a pencil • Stack one on top of another • Strengthen the structure on the inside and outside by blending the sections of clay with fingers and plastic knives • Smooth the inside and outside of the pot • Use painting techniques to decorate the pot <p>Link to work on The Tudors – Tudor portraits</p> <p>Learn how to use and manipulate mod roc and art mache and use these mediums to create features on a 3D portrait, i.e – use mod rock to create elements of Tudor clothing, i.e. ruffs and lace trims and art mache to create prominent facial features – nose, lips, ears, eyebrows etc.</p>	

Component: Know how to COLLAGE							
	Class 1	Class 2		Class 3		Class 4	
	Reception Expected	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
	When creating collages arrange and glue, materials (paper, magazine cuttings, fabric etc) onto a background.	When creating collages sort a range of materials based on their properties such as colour or texture.	When creating collages fold, crumple, tear and overlay a range of materials working on different scales.	When creating collages overlap and layer a range of materials to represent objects or different textures.	When creating collages use viewfinders/ magnifying glasses to simplify what is observed and recreate it in collage.	When creating collages begin to create more abstract representations of drawings / paintings or photographs.	When creating collages use techniques to enhance painted, printed or drawn backgrounds to create a specific effect.
	<p>Explore a range of materials such as pasta, shells, rice, tissue paper, string, wool, fabric, beginning to respond to different textures. Begin to combine them</p> <p>Use cut-out technique to create bold-coloured shapes in style of Matisse (e.g. snails)</p> <p>Talk about what they're doing using vocab: Smooth Soft Shiny Bumpy rough</p>	<p>Use recycled materials to create season-inspired art – felt, clothing, magazines, newspaper etc. Explore texture and properties of materials to select suitable resources, and use new techniques (e.g. scrunching)</p>		<p>Self-portraits – use collage, study 3 artists: Kurt Schwitters, Henri Matisse & Julian Trevelyan.</p> <p>Chn select and find materials to make collage representing them, choosing appropriate colours, and use new techniques (e.g. tearing)</p>		<p>Link this work to an artist study of Beatriz Milhazes and South American artwork (links with geography). Before we begin, we will look at the work of Amanda Pearce and Kurt Schwitters. Revise knowledge of assembling different colours, textures, shapes and materials to create a new concept. Develop the following skills – cutting and folding, twisting, curling, coiling and folding, using found materials and working with paper. We will then study the artwork of Beatriz Milhazes, using her work as inspiration for our own design</p>	