

Hoyland Common Primary School

Art Skills





Purpose of study

Hoyland Common Primary School is committed to encouraging creativity through a wide variety of forms and expression. All children are encouraged to develop their artistic creativity, learn and acquire new skills and processes. They are given opportunities to explore a wide range of materials, tools and techniques in 2D, 3D and virtual form.

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work
- to develop creativity and imagination through a range of complex activities
- to improve the children's ability to control materials, tools and techniques
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures
- to develop increasing confidence in the use of visual and tactile elements and materials
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers. To enable children to enjoy works of art from first and second hand resources.



Subject content (from National Curriculum)

Key stage 1

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.

Key stage 2

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.



Transition

<u>Incerts assessment criteria</u>	<u>Skills</u>				
	Drawing	Painting	Photography	3D	Printing
A - Children respond to ideas	I respond to ideas and starting points (e.g. stories, rhymes, objects, the natural world)				
B					
C - Children will use a variety of materials and processes to communicate ideas	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media. I draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Enjoy playing with and using iPads and cameras to take photos.</p> <p>Show experience choosing subjects to photograph.</p> <p>Show experience in simple composition.</p> <p>Enjoy using photos to tell stories or show feelings.</p>	<p>Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects such as fruit, vegetables and sponges</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p> <p>I make my own printing blocks</p>
D - Children describe what they think or feel about their own and others work	Look and talk about what they have produced, describing simple techniques and media used.				
E					
F					
G - Children use knowledge and understanding of materials to create art work Children talk about the work of other artists	<p>Use drawings to tell a story.</p> <p>Create accurate more accurate drawings of people.</p>	<p>Use paint to make images of what they see or imagine.</p> <p>I can say how an artist has used colour</p>	<p>Use appropriate language to describe colours, equipment and composition.</p>	<p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>I explore techniques such as repeating, overlapping, rotating and arranging shapes.</p>



Lower KS1

<u>Incerts assessment criteria</u>	<u>Skills</u>				
	Drawing	Painting	Photography	3D	Printing
A - Children explore ideas	<p>I can explore ideas from my imagination or from real starting points.</p> <p>Start to record simple media explorations in a sketchbook.</p>				
B					
C - Children investigate and use a variety of materials and processes to communicate ideas and meanings, and designs and makes images and artefacts	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil to create light/ dark lines in order to sketch lightly (begin to use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending)</p> <p>Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures.</p>	<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>Practice using a paintbrush correctly to create different marks.</p> <p>Explore lightening and darkening paint with and with and without the use of black or white.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Experiment with a variety of different compositions.</p> <p>Becomes aware of photography as an art form.</p> <p>Have some experience of manipulating photographs to create different effects – using apps.</p> <p>Collects photographs for a theme.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials (clay) in a variety of ways including rolling, pinching and kneading.</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>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Explore printing in relief: Sting and card.</p> <p>I have printed by pressing, rolling, rubbing and stamping</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p>
D - Children comment on differences in others’ work and suggests ways of improving their own	<p>Look at and talk about own work and that of other artists and the techniques they had used.</p>				



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E -					
F -					
<p>G - Children use knowledge and understanding of materials to create art work Children reflect on the work of other artists</p>	<p>Create an proficient final drawing that demonstrates use of appropriate skills.</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>Artists: Van Gogh, Seurat</p>	<p>Create an accomplished final painting that demonstrates use of appropriate skills.</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>Artists: Klimt, Marc, Klee, Hockney.</p>	<p>Create a photograph or series of photographs based on a theme.</p> <p>Use appropriate language to describe colours, equipment and composition.</p> <p>I can say how other artists have used texture, colour, pattern and shape in their work</p> <p>Artists: Henri Cartier-Bresson, Ansel Adams</p>	<p>Create a resilient 3D artwork using an appropriate technique and material.</p> <p>Artists: Moore, African, Native American.</p>	<p>Create an effective print that demonstrates the use of appropriate techniques and materials.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics, wallpaper.</p> <p>I have looked at how artists and designers have used colour, shapes and lines to create patterns</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>Artists: Warhol, Hokusai</p>



Upper KS1

<u>Incerts assessment criteria</u>	<u>Skills</u>				
	Drawing	Painting	Photography	3D	Printing
A – Children explore ideas and collect visual and other information for their work	I explore ideas and collect visual and other information for my work Use a sketchbook to plan and develop simple ideas, to continue to store information on colour mixing, the colour wheel and colour spectrums, make simple informed choices in media and collect textures, patterns to inform other work.				
B					
C – Children investigate visual and tactile qualities in materials and processes, communicates ideas and meanings, and design and make images and artefacts for different purposes	<p>Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Begin to use light/dark shading using a pencil while continuing to investigate tone by drawing light/dark lines, light/dark patterns (e.g. hatching) and develop understanding of grades of pencil.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Choose correct paintbrush to produce marks appropriate to work and use it correctly.</p> <p>Continue to experiment in lighten and darken with and without the use of black or white. Begin to mix colour shades and tones.</p> <p>Continue to control the types of marks made with the range of media.</p>	<p>Can identify and recognise examples of photography as a visual tool and an art form.</p> <p>Can suggest how the photographer organised the elements or recording of the image</p> <p>Can control focus, or zoom settings or move closer composing their photograph</p> <p>Can hold and use a camera to select and capture with clear intention</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use coiling in addition to other techniques to create models with malleable materials (clay).</p> <p>Demonstrate experience in surface patterns/textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing.</p> <p>I make my own printing blocks and experiment with different materials for printing</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p>



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					Experiment with overprinting motifs and colour.
D – Children comment on similarities and differences between their own and others’ work, and adapt and improve their own work.	<p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further</p>				
E					
F					
G - Children use knowledge and understanding of materials to create a range of art work Children reflect on the work of other artists and cultures and use their ideas in their own art work	<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>Artists: Durer, Da Vinci, Cezanne</p>	<p>Use a number of brush techniques to produce shapes, textures, patterns and lines</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>Artists: Pollock, Riley, Monet, Aboriginal.</p>	<p>I can use a range of compositions to produce photographs on a theme.</p> <p>Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition)</p> <p>Is aware that there are famous or specialist photographers</p> <p>Artists: Dorothea Lange, Annie Liebovitz</p>	<p>I use my clay techniques to apply to pottery studied in other cultures</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.</p> <p>Artists: Hepworth, Arp, Nevelson, Gabo.</p>	<p>I compare the methods and approaches of different designers in their print techniques</p> <p>I have explored printing from other cultures and time periods</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>Artists: Hiroshige, Escher</p>



Lower KS2

<u>Incerts assessment criteria</u>	<u>Skills</u>				
	Drawing	Painting	Photography	3D	Printing
A – Children explore ideas and collect visual and other information to help them develop their work	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 work.				
B					
C					
D – Children adapt and improve their work and realise their own intentions	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Start to develop a painting from a drawing.</p>	<p>Can plan the use of a camera to take a specific photo or set of photos</p> <p>Can modify an image on a computer to achieve the best quality print.</p> <p>Can change the camera settings such as flash, to best capture an image in low light conditions</p> <p>Can use zoom to best frame an image and photograph from dynamic viewpoints</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce maquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Gain more confidence in</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Expand experience in 3 colour printing.</p> <p>I can make a precise repeating pattern by creating accurate printing blocks</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>



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				carving as a form of 3D art.	
E – Children compare and comment on ideas, methods and approaches used in their own and others’ work, relating these to the context in which the work was made	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>I adapt and refine my work to reflect the purpose and meaning of the work.</p>				
F					
G – Children use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions	<p>Create a drawing using a range of tones, lines using a pencil. Include in their drawing a range of techniques and begin to understand why they best suit.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Picasso, Hopper, Surrealism etc. Goya, Sargent, Holbein.</p>	<p>Create a painting inspired by working in the style of a selected artist (not copying).</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Rothko, Rivera, Indian Miniatures, O’Keeffe, Abstract Expressionism, Hopper, Rambrant.</p>	<p>Create photographic images that demonstrate choice of techniques to create mood, emotions and feelings.</p> <p>Can select and record images to be used in researching other artworks</p> <p>Can show an awareness of mood, emotions and feelings when evaluating the photography of others</p> <p>Artists: Jay Maisel, Yousef Karsh</p>	<p>Use language appropriate to skill and technique.</p> <p>Create a piece that demonstrates awareness of environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art), Egyptian Artefacts, Christo</p>	<p>Create a print that demonstrates knowledge of printmaking from other cultures and time periods and shows experimentation with some of these styles.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Morris, Labelling, Rothenstein, Kunisada</p>



Upper KS2

<u>Incerts assessment criteria</u>	<u>Skills</u>				
	Drawing	Painting	Photography	3D	Printing
A – Children explore ideas and select visual and other information	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.				
B – Children use ideas and select visual and other information in developing their work, taking account of the purpose	I use these ideas in developing my work, taking account of the purpose. I adapt and refine my work to reflect my own view of its purpose and meaning				
C					
D – Children adapt and refine their work to reflect their view of its purpose and meaning	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</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 paintings.</p> <p>Have opportunity to explore</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>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Have opportunity to explore</p>	<p>Can plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images</p> <p>Experiences a variety of lenses - cameras, telescopes, binoculars</p> <p>Can take and assemble a sequence of photos to make a flick book and give impressions of movement</p> <p>Can use a DV camcorder demonstrating how a camera captures photographic images as a video with a time duration.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Demonstrate experience in the understanding of finishing work: glaze, paint, polish.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in relief and freestanding</p>	<p>Use tools in a safe way.</p> <p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Use print as a starting point to embroidery.</p> <p>Start to overlay prints with other media.</p>



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	modern and traditional artists using ICT and other resources.	modern and traditional artists using ICT and other resources.		work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Confidently carve a simple form Solve problems as they occur. Have opportunity to explore modern and traditional artists using ICT and other resources.	Describe techniques and processes. Have opportunity to explore modern and traditional artists using ICT and other resources.
E – Children analyse and comment on ideas, methods and approaches used in their own and others’ work, relating these to the context of the work	Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further.				
F					
G – Children manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to intentions	Develop their own style using tonal contrast and mixed media. Adapt their work according to their views and describe how they might develop it further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.	My paintings are based on observations and can convey realism or an impression of observations Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history	Can plan, take and digitally process photographs for a creative purpose, working as part of a group Use language appropriate to skill and technique. I write about the visual and technical qualities of my work in my sketchbook	My 3D work contains both visual and tactile qualities I choose from all of the techniques from levels 1-4 to embellish my work as appropriate Explore a range of great artists, architects and designers in history and	My prints combine a range of visual elements to reflect a purpose Develop their own style using tonal contrast and mixed media. Explore a range of great artists,



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	Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassat.	Artists: Lowry, Matisse, Margritte.	Artists: Robert Capra, Jerry Uelsman	identify those who have worked in a similar way to them. Artists: Frink, Balla, Andre	architects and designers in history. Artists: Advertising, Bawden
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