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| **Happiness Responsibility Friendship Respect Courage** | | |
| **Art – Painting and Mixed Media** | | |
|  | **Year 1 – Colour Splash** | **Year 2 – Beside the Seaside** |
| **N.C.** | **Knowledge and Skills** | **Knowledge and Skills** |
| Generating ideas | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. |
| Sketchbooks | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. |
| Making skills (including formal elements) | **EYFS: previous knowledge**  I can talk about how adding black and white paint affects a colour.  I know that mixing 2 colours together will make a new colour.  I can use additional tools (stamps/rollers) to improve my paintings.  I can match colour for a particular purpose.  I know I can use a different sized brush for different purposes.  **Colour:**  Know that the primary colours are red, yellow and blue.  Know that primary colours can be mixed to make secondary colours.  Red + Yellow = orange  Yellow + Blue = Green  Blue + Red = Purple.  Experiment with paint, using a wide variety of tools (e.g., brushes, sponges, fingers) to apply paint to a range of different surfaces.  Play with combinations of materials to create simple collage effects.  Select materials based on their properties, e.g., shiny, soft. | **Colour:**  Know that different amounts of paint and water can be used to mix hues of secondary colours.  Know that colours can be mixed to ‘match’ real life objects or to create things from your imagination.  Know that colour can be used to show how it feels to be in a particular place, e.g., the seaside  Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g., adding water to thin paint  Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.  Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects. |
| Knowledge of artists | Describe similarities and differences between practices in Art and design, e.g., between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. |
| Evaluate and Analyse | Describe and compare features of their own and other’s artwork. | Explain their ideas and opinions about their own and other’s artwork, giving reasons. Begin to talk about how they could improve their own work. |

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| **Happiness Responsibility Friendship Respect Courage** | | |
| **Art – Painting and Mixed Media** | | |
|  | **Year 3 – Prehistoric Painting** | **Year 4 – Light and Dark** |
| National Curriculum strands | **Knowledge and Skills** | **Knowledge and Skills** |
| Generating ideas | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. |
| Sketchbooks | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. |
| Making skills (including formal elements) | **Colour:**  Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or ‘clash’ is created. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.  **Line:**  To know that different drawing tools can create different types of lines.  Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g., choosing a fine paintbrush for making detailed marks.  Mix colours with greater accuracy and begin to consider how colours can be used expressively.  Explore contrasting and complimentary colours.  Modify chosen collage materials in a range of ways e.g., by cutting, tearing, re-sizing or overlapping.  In sketchbooks, use collage as a means of collecting ideas. | **Colour:**  To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.  **Form:**  To know that using lighter and darker tints and shades of a colour can create a 3D effect.  **Tone:**  To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.  **Texture:**  To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.  Explore the way paint can be used in different ways to create a variety of effects, e.g., creating a range of marks and textures in paint.  Develop greater skill and control when using paint to depict forms, e.g., beginning to use tone to create 3D effects.  Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. |
| Knowledge of artists | Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how art works may have been made. | Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made. |
| Evaluate and Analyse | Confidently explain their ideas and opinions about their own and other’s artwork, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others’ art.  Evaluate their work more regularly and independently during the planning and making process. |

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| **Happiness Responsibility Friendship Respect Courage** | | |
| **Art – Painting and Mixed Media** | | |
|  | **Year 5 – Portraits** | **Year 6 – Artist Study** |
| **N.C.** | **Knowledge and Skills** | **Knowledge and Skills** |
| Generating ideas | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making skills (including formal elements) | **Colour:**  To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.  **Shape:**  To know that a silhouette is a shape filled with a solid flat colour that represents an object.  **Pattern:**  To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.  Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g., making choices about painting surfaces or mixing paint with other materials.  Develop a painting from a drawing or other initial stimulus.  Add collage to a painted, printed or drawn background for effect.  Explore how collage can extend original ideas. Combine digital effects with other media. | **Colour**:  To know that a ‘monochromatic’ artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g., red for danger or for celebration.  **Pattern**:  To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.  **Texture**:  To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.  Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.  Work in a sustained way over several sessions to complete a piece.  Analyse and describe how colour is used in other artists’ work. Consider materials, scale and techniques when creating collage and other mixed media pieces.  Create collage in response to a stimulus and work collaboratively on a larger scale. |
| Knowledge of artists | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| Evaluate and Analyse | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |