



**St Joseph's RC Primary School**  
**Long Term Plan - Art and Design Key Skills and Knowledge**

*Art and Design*

**National Curriculum**

**KS1**

Pupils should be taught to:

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

learn 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.

**KS2**

Pupils should be taught to:

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]

learn about great artists, architects and designers in history.

**Art Key Knowledge, skills and Concepts: Collage**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Expressive Arts and Design</i></p> <p>Explores what happens when they mix colours.            Experiments to create different textures.            Understands that different media can be combined to create new effects.            Manipulates materials to achieve a planned effect.            Constructs with a purpose in mind, using a variety of resources.</p>	<p>Experimenting with and using found materials to create a range of linear visual effects.            Working in the style of Andy Goldsworthy and developing an understanding of his linear work.            Responding to the work of Richard Long. Developing overlapping and sticking skills.            Working collaboratively or individually on different scales.            Understanding the concept of hot and cold colours.            Selecting and sorting.            Sorting, selecting according to texture.            Developing use of pupils'</p>	<p>Mixing primary colours to make secondary colours and beginning to recognise and use complementary colours.            Developing knowledge and understanding of the work of Matisse.            Working collaboratively on a large-scale image.            Cutting and tearing.            Arranging primary and complementary in adjacent fashions. Creating spiral forms.            Identifying and using primary, secondary and complementary colours.            Collecting, sorting, selecting and sticking materials.            Understanding and exploring line as contour.</p>	<p>Mixing primary colours to make complementary colours.            Transposing ideas from painting to collage in response to the work of Paul Klee.            Modifying and adapting work as it progresses.            Developing a response to the work of Paul Klee, understanding his use of primary and complementary colours.            Developing cutting and sticking skills.            Developing an understanding of work by Victor Vasarely.            Arranging and assembling horizontal and vertical, thick and thin paper strips.            Adapting and modifying</p>	<p>Describing the body positions of figures in motion using torn paper.            Understanding and exploring the translucent nature of tissue papers.            Developing ideas and applying knowledge of processes.            Using photographic images as a starting point for artwork.            Developing and applying knowledge of the portrait work of Francis Bacon.            Using own images as a starting point for further work.            Transposing imagery using different media and techniques.</p>	<p>Exploring experimental collage techniques and processes and annotating examples in sketchbooks to be used as reference in later work.            Layering and overworking materials with different media.            Using the viewfinder to select and record from direct observation.            Selecting and developing ideas for own work.            Overworking images.            Selecting materials by colour and texture according to their intentions.            Adapting and modifying own work and</p>	<p>Developing the use of simple geometric shapes and patterning in response to the work of Gustav Klimt.            Using a sketchbook to select and record aspects of Klimt's images.            Applying experience of materials and process and developing control of tools and techniques.            Selecting and matching materials and processes to suit their intentions.            Developing questioning and thinking skills through the practical development of their work.            Describing 3D form on a 2D surface.            Applying knowledge of the</p>



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<p>Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Create simple representations of events, people and objects.</p> <p>Chooses particular colours to use for a purpose.</p>	<p>Imagination. Discussing own work and that of others and developing images in response to the comments.</p>	<p>Developing knowledge of the work of Bridget Riley and 'Op art'. Developing an understanding of Bridget Riley's use of line. Developing ideas from session 1 using scissors as a 'drawing tool'. Cutting wide and narrow linear strips. Developing an understanding of the use of 'non-art' materials. Adapting work as it progresses.</p>	<p>ideas. Developing an understanding of positive and negative imagery. Collaborating with others on a large-scale project. Comparing ideas and approaches to the work of Henri Matisse.</p>	<p>Understanding that artists use different starting points for their work. Using objects from everyday life as a starting point for their own work. Overworking identical designs to produce unique state imagery. Working collaboratively to form a class image.</p>	<p>commenting on the work of others. Working in response to the images of Dale Devereux-Barker. Exploring and inventing symbols to represent meaning.</p>	<p>Cubists. Applying experience of materials and processes. Working in the style of Pablo Picasso. Discussing work as it progresses and making modifications according to their views.</p>
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Specific Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use different materials to make collages and describe what they think or feel about their own and others' work.</p> <p>Sorting, identifying and selecting contrasting materials.</p> <p>Enlarging letterforms, selecting, cutting, sticking.</p> <p>Explore ideas about collage and use natural and made materials to communicate ideas and meanings.</p> <p>Say what they think and feel about their own and others' work and suggest ways of improving their own work.</p>	<p>Use materials and collage processes to communicate ideas and talk about their own and others' work.</p> <p>Mix primary colours to make secondary colours.</p> <p>Experimenting with following the contours of lines.</p> <p>To work in response to images by well-known artists.</p> <p>Investigate and use collage materials and processes to communicate ideas about line, shape and colour. Work with others to develop large-scale responses. They will be able to say what they think and feel about their own and others' work and suggest ways of improving their own work.</p>	<p>Explore line, colour, shape and space.</p> <p>Cut paper shapes to create collages in response to the work of artists.</p> <p>Talk about their own images and those of others and suggest improvements for their own work.</p> <p>Compare and comment on ideas, methods and approaches used in their own and others' work.</p> <p>Arranging and assembling horizontal and vertical, thick and thin paper strips.</p> <p>Mixing primary colours to make complementary colours.</p>	<p>Use materials and processes in response to the work of Matisse, Bacon and Warhol.</p> <p>Use a basic art vocabulary to explain their ideas and work and suggest improvements to their work.</p> <p>Explore how visual qualities can be organised and combined for different purposes to communicate their ideas.</p> <p>Comment on ideas, methods and approaches used in their own and others' work and adapt and improve their work.</p>	<p>Organise and combine visual and tactile qualities of materials and record explorations in their sketchbooks.</p> <p>Compare and comment on ideas, methods and approaches in their own and others' work.</p> <p>Adapt and improve their work as it progresses.</p> <p>Record, collect and select visual and other information to help them develop ideas; manipulate visual and tactile qualities and different materials and processes, matching these to suit their intentions.</p> <p>Use paints, inks and stains over the collaged images and experiment with the different effects that may be produced.</p>	<p>Explore ideas about the work of Gustav Klimt and Pablo Picasso's Cubist work; collect visual and other information by observing and recording from first-hand and secondary sources.</p> <p>Use materials and processes to communicate ideas, methods and approaches in their own and others' work and discuss, adapt and improve their work to realise their intentions.</p> <p>To combine visual and tactile qualities of materials.</p> <p>Use a range of collage materials to build up their designs in layers.</p>



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Year 1 Key Vocabulary	Year 2 Key Vocabulary	Year 3 Key Vocabulary	Year 4 Key Vocabulary	Year 5 Key Vocabulary	Year 6 Key Vocabulary
Environment Overlapping Sticking Arranging Collage Circle Hot Cold Sort Select Stripes Texture Soft Smooth Rough Spiky Shiny Dull Rough Smooth Light Dark Font Capital Develop	Complementary Primary colours Secondary colours Cut Torn Spiral Arranging Adjacent Select Sort Shape Divide Line Linear Follow Next to Beside Curved Straight Flowing Non-art materials Assemble Surface	Pathways Direction Crossing Overlapping Complementary colours Response Direction Crossing Overlapping Complementary colours Strips Vertical Horizontal Optical illusion Adapt Modify Positive Negative Response Associated Familiar Reflecting	Position Arrange Motion Torn Represent Torso Limbs Figures Position Overlapping Translucency Distortion Portrait Photographic Facial Starting point Transposing Adapt Modify Equivalent Unique Reworking Overworking Individual Multiple Unique	Collage materials Layering Overworking Brusho dye Inks Stains Vocabulary relating to chosen natural objects. Viewfinder Direct observation Natural objects Select Lines Shapes Colour Tones Texture Pattern Overlapped Layering Develop Inks Stains Overworking Layering Symbols Represent Event Symbol Represent Adapt Modify	Patterning Geometric shapes Viewfinders Aspects Select Layering Brusho Pastels Scanning Linear Spiral Cubist Dimension Multi media Plane 2D and 3D Representing Figurative Adapt Develop Modify Layer Overwork



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