



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: Drawing

<p> EYFS <i>Expressive Arts and Design</i> 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. </p>	<p> Year 1 Exploring marks that can be produced using different tools and media. Working with others on a class-drawing task. Exploring mark making and understanding that different marks can be made using a range of tools. Experimenting with different materials to make tools and using own tools for mark making. Understanding that different surfaces may be used to produce an </p>	<p> Year 2 Understanding that different mark makers may be used to create different effects. Using different marks in response to descriptive language. Using mark making techniques and understanding that different marks can represent different moods and movements. Applying different marks in response to music. Understanding how to </p>	<p> Year 3 Investigating and exploring a range of visual mark making in the style of Vincent Van Gogh. Sorting, selecting and comparing graphic marks. Investigating the visual element of tone (light and dark). Exploring different pencil positions, pressures, hatching and cross-hatching to produce a range of different light </p>	<p> Year 4 Listening to a story and devising suitable graphic marks in response to what has been heard. Using viewfinders to select and analyse visual elements. Selecting and composing images, developing analytical observational skills. Exploring graphic media and using their own work as reference to develop an image. Responding to the work of </p>	<p> Year 5 Producing observational drawings and selecting and using a range of media. Developing layering techniques using acetate and OHP markers. Using imagination and experience to construct and draw the unknown. Producing a large drawing of a seed head, selecting from ideas in sketchbooks. Comparing ideas, methods and </p>	<p> Year 6 Focusing on a single element within a design. Discussing and reviewing work and making modifications. Making detailed drawings using magnifying glass, developed in the sketchbook. Selecting and using a wide range of media. Reviewing and modifying work. Working as a group. Using an overhead </p>



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<p>using a variety of resources. 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. Chooses particular colours to use for a purpose.</p>	<p>image. Analysing and describing an image to others. Tracing lines in the air with the finger. Collecting shapes through close observation. Responding to a story as a starting point for work. Understanding the element of 'texture' and using different tools and media to show this in their work.</p>	<p>represent texture by using a variety of different marks Identifying what they might change in their work. Applying previously acquired skills to draw objects in different arrangements.</p>	<p>and dark tones. Increasing the scale of an image. Adapt and develop their images further. Exploring pattern by using the elements of line, colour and shape. Experimenting with different colour combinations. Using ICT as an expressive tool. Transposing imagery from one medium to another, enlarging and layering</p>	<p>Wassily Kandinsky. Using a natural object as a starting point for drawing and coloured textile work. Developing analytical skills and fine pencil control Producing thick and thin lines and a variety of tonal qualities</p>	<p>approaches to their own and others work. Experimenting with the use of rubbers to draw in the negative. Working vigorously in line, mark and tone in response to the work of Frank Auerbach.</p>	<p>projector to produce a figurative image. Understanding the importance of tone in figurative imagery. Using ICT to produce a portrait image. Working within a group to develop work using a chosen method. Understanding and investigating the variety of methods and different media used by artists for portrait work.</p>
Specific Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To draw lines of different thickness To make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. To draw with coloured pencils. To draw with wax crayon / charcoal, pushing down to make bold and strong lines and applying less pressure to make soft lines. Experiment with texture.</p>	<p>To draw lines of different thickness To draw with pastel/charcoal, making faint, soft lines and applying more pressure to make stronger lines To draw with pastel/charcoal, to select the brush size and type depending on the task. Respond to music by making appropriate marks.</p>	<p>To be able to add blending and shading to their work. To experiment with pencil pressures to create different effects. To experiment with charcoal, oil pastels and paint. To use their knowledge of colour wheels to experiment with colour combinations. Use ICT to represent own art work.</p>	<p>To experiment with different techniques of shading and toning. Use observational skills to develop own ideas. Talk about natural forms and make drawings that show line, shape and colour. Work with a range of tools and materials and apply these to their own work. Develop the fine control of tools and be able to</p>	<p>Experiment with wet media to make marks, lines, patterns, textures and shapes - ink, paint, watercolour pencils. Produce accurate drawings from observation and use tonal contrast in drawings. Use mixed media in artworks using a combination of areas taught - print, ink,</p>	<p>Investigate drawing materials and techniques and demonstrate these skills in their work. Say what they think about what they, and others, have produced and suggest ways of improving the work. Investigate the portrait imagery of famous artists and comment on the ideas, methods and approaches in their</p>



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	<p>Respond to a story by making appropriate marks</p>	<p>Observe and draw shapes.</p> <p>Observe and draw patterns.</p>		<p>produce a detailed, patterned drawing.</p> <p>Suggest improvement to the work of others.</p>	<p>paint, fabric, collage etc - use pattern and texture.</p> <p>Say what they think about their work and that of others and show that they can suggest ways of improving and developing images.</p>	<p>work.</p> <p>Produce an enlarged facial image using different tones.</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
	Wriggling	Mark maker	Mark	Graphic marks	Scale	Element
	Zigzag	Thick/thin	Line	Response	Smudge	Line
	Crawling	Hard/soft	Compare	Selecting	Tone	Shape
	Swaying	Dark/light	Sort	Lines	Line	Colour
	Flying	Texture	Pattern	Shapes	Image	Texture
	Jumping	Repeating	Repeat	Proportion	Light, dark	Tone
	Hopping etc... words to denote movement	Wavy	Variety	Direction	Layering	Pattern
	Dark/light	Flowing	Tone	Analysing	Overlay	Form
	Thick/ thin	Jagged	Hard, soft	Images	Acetate	Enlarging
	Curved	Shiny	Pressure	Composing	Imagination	Media
	Zigzag	Furry	Light, dark	Experimenting	Thistle head	Portrait
	Straight	Prickly	Graphite	Exploring	Comparison	Figurative
	Bold	Bumpy	Horizontal	Linear	Methods	Tone
	Broken	Dance	Vertical	Marks	Layers	Light, mid- tone, dark
	Wavy etc...	Freeze	Hatching	Reference	Negative	Print
		Respond	Cross-hatching	Concentric circles	Graphite	Paint
		Record	Parallel	Respond	Portrait	Mosaic
	Hard/ soft	Compare	Blend	Colour combination	Vigorously	Tone
	Texture	Surface	Brusho	Lace		Portraiture
	Surface	Reproduce	Oil	Tonal quality		Media
	Marks	Tools	Resist	Pencil control		Methods
	Shapes	Media	Imagination			
	Vocabulary associated with shape.	Texture - children will describe and use appropriate vocabulary	Memory			
	Texture		Close-up			
	Feel		Scale			
	Stroke	Display	Overwork			
	Soft, spiky etc...	Arrange	Highlight			
	Straw	Toys	Modify			
	Twigs	Beside	Develop			
	Bricks	Next to	Adapt			
	Safe	Between	Pattern			
	Safety	In front of	Repeated			
	Build	Behind	Interesting			
	Imagination	Different	Section			
		Viewpoint	Copied			
		Back	Select			
		Front	Image			



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			Enlarge Adapt Modify Develop Colour combination			
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