

YEAR 1

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Explore making marks, lines and curves</p> <p>Know how to use pencils to create lines of different thickness within pictures.</p> <p>Use lines to represent objects seen, remembered or imagined</p> <p>Know how to show how people feel in drawings.</p>	<p>Explore tone.</p> <p>Begin to use 3 different grades of pencil.</p> <p>Know how to use charcoal, pencil and pastel to create art.</p> <p>Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>Use line and tone to represent things seen, remembered or observed</p>	<p>Use a sketch book to record ideas and plan work with a brief evaluation.</p> <p>To know how to use a sketchbook to produce a final piece of art.</p> <p>Explore shading, using different media</p> <p>Use a range of different grades of pencil to show tone and texture.</p> <p>Draw familiar things from different viewpoints</p> <p>Begin to show facial expressions.</p> <p>Use digital images and IT to create art which includes their own work and that of others.</p>	<p>Use a sketch book to record ideas, practise techniques, suggest improvements and evaluate work.</p> <p>Use skills to create facial expressions.</p> <p>Know how to integrate digital images into artwork.</p>	<p>Use a sketch book to record ideas, practise techniques, plan work, suggest improvements and evaluate work</p> <p>Use a range of materials to produce line, tone, texture and shade to represent figures and forms in movement.</p> <p>Select and experiment with media and techniques to achieve a specific outcome</p>	<p>Use a sketch book to record detailed ideas, explore techniques, plan work, suggest improvements and give detailed evaluations of work.</p> <p>Select appropriate media (pencils, pastels or charcoal) and techniques when creating observational art.</p> <p>Explain why different tools have been used to create art.</p> <p>Know how to use a range of e-resources to create art.</p>
Painting	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p>	<p>Name the primary and secondary colours</p> <p>Use a variety of tools to spread paint - straws, matchsticks as well as brushes</p> <p>Explore mark-making using thick brushes, foam and sponge brushes.</p> <p>Know how to create a picture using IT.</p>	<p>Experiment with and enjoy colour</p> <p>Mix primary colours to make secondary colours</p> <p>Know how to create brown with paint.</p> <p>Make tints by adding white</p> <p>Make tones by adding black</p>	<p>Use colour and marks to express mood</p> <p>Represent things observed, remembered or imagined, using colour/tools</p> <p>Begin to show facial expressions.</p>	<p>Select and use different types of brushes for specific purposes</p> <p>Explore the effect on paint of adding water, glue, sand, sawdust</p> <p>Create facial expressions and body language in paintings.</p>	<p>Create different effects by using a variety of tools and techniques such as dots, scratches and splashes.</p> <p>Know how to express emotion in art.</p>	<p>Investigate symbols, shapes, form and composition.</p> <p>Choose appropriate media for the task to create maximum impact.</p> <p>Explore the use of texture in colour.</p> <p>To use colour for purpose and to express feelings</p>

	<p>Creating with Materials ELG:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Know how to show how people feel in paintings.</p>	<p>Predict the outcomes of colour mixing. Create patterns using different tools and colours Know how to use different effects with an IT paint package.</p>		<p>Know how to show reflections.</p>		
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COMPOSITES

Drawing

- 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 pattern, texture, line, shape 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

Painting

- to name the primary and secondary colours
- to use a variety of tools to spread paint - straws, matchsticks as well as brushes
- to explore mark- making using thick brushes, foam and sponge brushes.

COMPONENTS

	1	2	3	4	5	End Point
<p>CONCEPTS Link to concept map</p>	<p>Can I create a drawing through sketching?</p> <p>Critical thinking Influence</p>	<p>Can I sketch a skyline?</p> <p>Critical thinking Influence</p>	<p>Can I explore colours? (painting lesson)</p> <p>Critical thinking Influence</p>	<p>How does Leonid Afremov portray London? (painting lesson)</p> <p>Critical thinking Influence</p>		<p>Children will create an image of London.</p>
<p>SKILLS</p>	<p>Explore making marks, lines and curves</p>	<p>Use marks, lines and curves to create pictures.</p>	<p>Name the primary and secondary colours</p>	<p>Name the primary and secondary colours</p>		<p>To understand the different ways to make marks using a pencil. To draw a skyline</p>

		Use lines to represent objects seen	Explore mark-making using thick brushes, foam and sponge brushes	Use a variety of tools to spread paint Explore mark-making		To understand the work and style of an artist.
KNOWLEDGE	Know how to use pencils to create lines of different thickness within pictures	To know how to use pencils to create marks, lines and curves to represent objects in order to create a picture.	To know the names of primary and secondary colours. To know how to make marks with paint.	To use knowledge of paint to create a painting.		Children will know how to create different lines and marks in order to draw picture. They will be able to mix paint to make a painting. They will know that Leonid Afremov is an artist and will be able to identify some of his work.
LESSON LINK	MTP	MTP	MTP	MTP		
PROGRESSIVE VOCABULARY	line curve mark straight thick thin	line curve mark straight thick thin objects	primary secondary brushes sponge marks paint	primary secondary brushes sponge marks paint Leonid Afremov		Articulate and recognise subject specific vocabulary.
CURRICULUM EXPERIENCES		Children will create a drawing.		Children will paint a painting.		
END POINT	Children will use pencils to create different lines.	Children will create a sketch of a skyline.	Children will know primary and secondary colours and understand how to make different marks with paint.	Children will paint a painting.		Children will have created a drawings and paintings using different marks and colours.