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|  | **Drawing** | **Printing** | **Painting** | **Sculpting** | **Collage** |
| **Y1** | To be able to experiment with different lines and marks.  To be able to make pictures using lines and shapes.  To be able to use natural materials to make marks.  To be able to create tone when mark making. |  | To be able to recognise primary and secondary colours.  To be able to mix primary colours to create secondary colours.  To recognise “cool” and “warm” colours.  To be able to discuss the artist Georgia O’Keefe  To be able to notice small details in an object.  To be able to sketch an enlarged flower.  To be able to paint inside sketched lines. |  | To be able to explain what collage is.  To be able to discuss the artist Paul Klee.  To be able to spot shapes and patterns in a piece of art.  To be able to make a picture using shapes.  To begin to cut with accuracy.  To be able to use places and images from memory to create art. |
| **Y2** |  | To explain what a collagraph is.  To discuss the benefits of printing.  To understand and use the word “texture”.  To use a variety of materials to create a print and understand their effects.  To be able to test my collagraph to check it works.  To be able to effectively use ink and rollers to create a print | To discuss Cubist art and the art of Fernand Léger.  To recognise shapes and colours and their effects in a piece of art.  To understand and use the word “geometric”.  To be able to use my senses to inspire my art.  To be able to make paints lighter or darker by mixing.  To be able to sketch and paint an abstract piece of art based on a place. | To discuss the work of Anthony Goldsworthy.  To be able to explain what a sculpture is.  To plan how to balance and join natural objects.  To discuss the concept of temporary art.  To recognise and use natural objects in art. |  |
| **Y3** |  | To understand what printing is.  To be able to discuss the work of Hokusai and how it was made.  To explain what a landmark is.  To be able to make a drawing from simple lines.  To accurately and carefully create my line drawing on polystyrene.  To create a range of prints using the resources.  To choose and discuss my most effective print. |  | To be able to discuss the origin of paper sculptures.  To research the work of Robert Sweeney.  To be able to experiment with folding, twisting and rolling to make forms with paper.  To make 3D shapes by manipulating paper.  To manipulate paper to create shadows in my sculpture.  To be able to discuss challenges faces when creating this artwork. | To understand what pop art is.  To be able to discuss the work of Rosenquist.  To understand and use the phrase “popular culture”.  To understand what “complementary colours” and use them in my artwork.  To be able to choose and blend different images based on size, colour and tone.  To be able to blend different colours between my images using shading.  To be able to compare my own work to Rosenquist’s. |
| **Y4** | To be able to discuss the work of Albrecht Dürer.  To be able to analyse how and why a piece of art was made.  To understand and use the word “texture”.  To explore the different textures of animals.  To be able to describe animals in detail.  To be able to use shape, line and tone to depict texture. |  | To be able to explain what the impressionist movement was.  To discuss the work of Claude Monet and how his work was different to other art in Europe at that time.  To recognise and recreate tint and shade in artwork.  To use different brushes and brushstrokes to create different effects.  To explore the implications of painting outdoors.  To explore the implications of painting from different angles and different times of day. |  | To be able to use my knowledge of history to discuss the origins of mosaic.  To understand and explain what mosaic is.  To be able to use the term “tesserae”.  To be able to create shapes and patterns out of small squares.  To be able to use different shades of colours to create tone. |
| **Y5** | To be able to explain what architecture is.  To discuss the work of Gaudí.  To recognise the shapes and lines of natural objects.  To add shapes and lines inspired by nature to adapt an existing building.  To use tracing and drawing skills to create a building design.  To review and revisit their ideas and make changes where necessary. |  | To be able to discuss the work of Maria Sibylla Merian.  To use my knowledge from science to create scientific artwork.  To use sketches to show how a living organism changes over time.  To consider how to use artwork to teach the viewer something.  To be able to use a small brush to add accurate details to my work. | To be able to discuss the impact of Michelle Reader’s work.  To explain the relevance of using recycled materials for art.  To explore how the human body looks and moves.  To use recycled materials to recreate body parts.  To be able to use different resources to join materials together.  To be able to discuss the challenges of creating art with recyclable materials. |  |
| **Y6** |  | To be able to discuss the ethos of the artist Elizabeth Catlett.  To explain how art can be used to send a message.  To explain how to make a print and how this differs from other forms of art.  To be able to explain how their portrait depicts their chosen subject.  To be able to use different types of lines to create the contours of the face and body.  To be able to create a print using their sketched portrait. | To be able to discuss the composition of Willen Kalf’s work.  To use the words “texture” and “tone” to describe a still life painting.  To sketch objects that overlap each other.  To be able to create tints and shades of different colours to add shadow and detail.  To be able to add texture by using different brushstrokes.  To create a painting by creating layers |  | To discuss how Sarah Eisenlohr uses art to explore issues in the world.  To explore the role of the viewer in art.  To be able to find and use images that work together to tell a story.  To be able to accurately cut and stick to make a collage that appears seamless.  To be able to explain the message their collage is portraying. |