

## Art and Design Skills Checklist – 2014-16

Autumn Term	Spring Term	Summer Term
<b>Law and Order</b>	<b>Rome and Pompeii</b>	<b>Science and Technology</b>
YEAR 3/4/6 Drawing YEAR 5 Drawing Portraits and Repeated Patterns	Take inspiration from the great classic and modern art Drawing – Perspective Sculpture	Digital Media and Print
<b>Stone Age to Iron Age Vikings to Anglo Saxons</b>	<b>Curious Creatures</b>	<b>Olympics</b>
<b>To be decided</b>	Drawing and Textiles	Sculpture

<p><b>Years 3-6</b></p> <ul style="list-style-type: none"> <li>• I can record from first hand evidence/observation</li> <li>• I have visited art galleries and museums</li> <li>• I am familiar with the work of some real artists</li> <li>• I can say what I think and feel about the work of others and my own</li> <li>• I have experience of:               <ul style="list-style-type: none"> <li>➤ drawing</li> <li>➤ painting</li> <li>➤ collage</li> <li>➤ textiles</li> <li>➤ sculpture</li> <li>➤ photography</li> </ul>               and use some of these skills to help me communicate ideas             </li> </ul>	<p><b><u>Sketch Books</u></b></p> <ul style="list-style-type: none"> <li>• Each child will take their sketchbook through the school</li> <li>• I can learn to use sketch books as an exploratory tool, to record observations, work through ideas, and try out techniques or colours that may form part of later learning</li> </ul> <p><b><u>Take inspiration from the great classic and modern will run through each term</u></b></p> <ul style="list-style-type: none"> <li>• I can develop understanding of the work of artists past and contemporary, across a range of genres</li> <li>• I can describe the work of notable artists, artisans and designers</li> <li>• I can use some of the ideas of artists studied to create pieces</li> <li>• I have experimented with           <ul style="list-style-type: none"> <li>➤ colour</li> <li>➤ pattern</li> <li>➤ texture</li> <li>➤ line and tone</li> <li>➤ shape and form</li> </ul> </li> <li>•</li> </ul>
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<b>Milestone 1</b> <b>I can/ I know / I understand/I am able</b> <b>Year 2</b>	<b>Milestone 2</b> <b>I can/ I know / I understand/I am able (years 3 and 4)</b>	<b>Milestone 3</b> <b>I can/ I know / I understand/I am able (years 5 and 6)</b>	<b>Key Questions and examples regarding Activities</b>
<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• I know how to create tonal drawings (light/dark) to create effect</li> <li>• I can learn that pushing can create lighter effects</li> <li>• I can draw for different purposes: recording, analysing, sketching and planning</li> <li>• I can work from observation/imagination/memory</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• I know how to create tonal drawings (light/dark) to show light and shadow and create effect</li> <li>• I can use my pencils to show line, tone and texture</li> <li>• I can use hatching and cross hatching to show tone and texture</li> <li>• I can draw for different purposes: recording, analysing, sketching and planning</li> <li>• I can annotate my sketches to explain and elaborate my ideas</li> <li>• I can work from observation/imagination/memory</li> <li>• I can learn how to plan a drawing to fill the paper</li> <li>• I can explore different scales of drawing</li> <li>• I can chose different tools appropriately for effect</li> <li>• I can recognise angles in shapes and objects</li> <li>• I can recognise and draw parallel and perpendicular lines</li> <li>• I can use the properties of shape to explore patterns</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• I can use a variety of techniques to create effects e.g. reflections, shadows, direction of sunlight (<b>see milestone 2</b>)</li> <li>• I can choose which techniques to use to show movement, perspective, shadow and reflections (<b>see milestone 2</b>)</li> <li>• I can use lines to represent movement</li> </ul>	<p><b>Law and Order</b></p> <p><b>Rome and Pompeii</b></p>

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<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Explores colour and how colours can be changed.</li> <li>• Explores what happens when they mix colours</li> <li>• I can explore techniques of applying pain through blowing, streaking, dripping, splattering, splashing, rolling, dapping on a variety of surfaces</li> <li>• I can investigate a range of marks that can be made with paint brushes, fingers, feathers, sticks, cones individually and collaboratively</li> <li>• I can explore colour and different shades of colour by matching, sorting and mixing and develop language relating to paint and colour</li> <li>• Chooses particular colours to use for a purpose.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• I can express with paint both individually and collaboratively</li> <li>• I can use thick and thin brushes</li> <li>• I can mix primary colours to make secondary</li> <li>• I can add white to colours to make tints and black to colours to make tones</li> <li>• I can create colour wheels</li> <li>• I can be selective about the amount of paint pupils need to use</li> <li>• I can experiment with different applications of paint with reference to texture</li> <li>• I can select/choose which brush to use for effect/ purpose</li> <li>• I can make tones of colour without using black and white</li> <li>• I can water colour paint to produce washes for backgrounds then add detail</li> <li>• I can experiment with creating mood and colour</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• I can sketch (lightly) before painting to combine light and colour</li> <li>• I can create a colour palette based upon colours observed in the natural or built world</li> <li>• I can use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• I can combine colours, tones and the qualities of paint to create texture</li> <li>• I can develop a personal style of painting, drawing upon ideas from other artists</li> </ul>	

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<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• I can use various construction materials</li> <li>• I can explore joining techniques of rigid materials or found materials</li> <li>• I can begin to understand the principles of balance</li> <li>• I can join construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• I can use a combination of shapes</li> <li>• I can include lines and texture (using wool into wire or straws/wire/withys/mudroc</li> <li>• I can work individually and collaboratively to combine ideas</li> <li>• I can use rolled up paper, straws, paper, card and clay as materials</li> <li>• I can use techniques such as rolling, cutting, moulding and carving, coiling, kneading and making marks on the surface</li> <li>• I can explore balancing materials for my sculpture</li> <li>• I can explore methods of altering the shape of 'plastic' materials using different modelling techniques (carving, coiling etc.)</li> <li>• I can use rigid materials to make constructions, learning to join them in varied ways</li> <li>• I can create a balanced sculpture</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• I can show life like qualities and real life proportions or if more abstract, provoke different interpretations</li> <li>• I can use tools to carve and add shapes, texture and pattern</li> <li>• I can combine visual and tactile qualities</li> <li>• I can use frameworks (such as wire and moulds) to provide stability and form</li> </ul>	<p><b>Rome and Pompeii</b></p>

<ul style="list-style-type: none"> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and</li> <li>• join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use tools to carve and add shapes , texture and pattern</li> <li>• I can create and combine shapes to create recognisable forms</li> </ul>		
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<b>Print</b> <ul style="list-style-type: none"> <li>• I can experiment with mono printing (one off printing e.g. on a variety of surfaces/ materials</li> <li>• I can use repeating or overlapping shapes</li> <li>• I can use objects to create prints</li> </ul>	<b>Print</b> <ul style="list-style-type: none"> <li>• I can use repeating or overlapping shapes</li> <li>• I can explore with pattern and colour</li> <li>• I can create my own printing block e.g. string print, polystyrene print, lino print</li> <li>• I can press, roll, rub and stamp to make prints</li> <li>• I can explore using IT to make repeating patterns on a computer</li> </ul>	<b>Print</b> <ul style="list-style-type: none"> <li>• I can replicate patterns in natural or built environments</li> <li>• I can develop ideas from my surroundings</li> <li>• I can print on to a range of materials</li> <li>• I can build up layers of colours</li> <li>• I can create an accurate pattern, showing fine detail</li> </ul>	<b>Science and Technology Topic 2015</b>

	<ul style="list-style-type: none"> <li>• I can mimic print from the environment (e.g. wallpapers)</li> <li>• I can choose to press, roll, or stamp to make prints</li> <li>• I can make more precise repeated patterns</li> <li>• I can use layers of two or more colours</li> </ul>	<ul style="list-style-type: none"> <li>• I can replicate some of the techniques used by notable artists/artisans/designers</li> </ul>	
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**Mixed Media ( to include textiles, collage and digital media)**

<b>Milestone 1 I can/ I know / I understand/I am able Year 2</b>	<b>Milestone 2 I can/ I know / I understand/I am able (years 3 and 4)</b>	<b>Milestone 3 I can/ I know / I understand/I am able (years 5 and 6)</b>	<b>Key Questions and examples regarding Activities</b>
<b>Collage</b> <ul style="list-style-type: none"> <li>• I can mix materials to create texture/effects</li> <li>• I can mix materials to include painting/drawing/gluing e.g. scratch into paint/painting onto</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>• I can select and arrange materials for effect</li> <li>• I can ensure my work is precise</li> <li>• I can use coiling, overlapping, tessellation, mosaic and montage</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>• I can mix textures (rough and smooth), plain and patterned</li> <li>• I can combine visual and tactile qualities</li> <li>• I can use ceramic mosaic materials and techniques</li> </ul>	

<p>collage etc</p> <ul style="list-style-type: none"> <li>• I can select and arrange materials for a striking effect</li> <li>• I can ensure work is precise</li> <li>• I can use coiling, overlapping, tessellation, mosaic and montage</li> </ul>			
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<ul style="list-style-type: none"> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• I can begin to explore weaving materials</li> </ul> <p>I can make a decorative piece using a variety of different materials including drawing/paint</p> <p>Selects tools and</p>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• I can use weaving to create a pattern</li> <li>• I can join materials using glue and/or a stitch</li> <li>• I can use plaiting</li> <li>• I can use dip dye techniques</li> </ul> <p>I can explore dyeing/weaving to create pattern and texture</p> <ul style="list-style-type: none"> <li>• I can create simple wax resist techniques</li> </ul>	<ul style="list-style-type: none"> <li>• I can shape and stitch materials</li> <li>• I can begin to use basic back stitch and cross stitch</li> <li>• I can create weavings</li> <li>• I can colour fabric</li> </ul>	

<p>techniques needed to shape, assemble and join materials they are using.</p> <ul style="list-style-type: none"> <li>•</li> </ul>			
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I can/ I know / I understand/I am able Year 2	I can/ I know / I understand/I am able	Extension and challenge:	Key Questions and examples regarding Activities
<p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• I can photograph my work in a different setting</li> <li>• I can explore IT mark making for their own designs</li> </ul>	<p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• I can use a wide range of IT tools to create different textures, lines, tones, colours and shapes</li> <li>• I can use a digital camera/ipad to record process and discuss /evaluate</li> <li>• I can use a camera/ ipad for inspiration/ideas in my designs</li> <li>• I can edit my photographs with digital colour layers</li> <li>• I can take inspiration from the work of mixed media artists/illustrators and people from other cultures</li> </ul>	<p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• I can create images, video sound recordings and explain why they were created</li> <li>• I can enhance digital media by editing (including sound, animation, still images and installations</li> </ul>	<p><b>Science and Technology Topic</b></p>

I can/ I know / I understand/I am able	I can/ I know / I understand/I am able	Extension and challenge:	Key Questions and examples regarding Activities
<p><b>Take inspiration from the great classic and modern</b></p> <ul style="list-style-type: none"> <li>• I can look at the work of great and contemporary artists</li> <li>• I can begin to develop my vocabulary to describe what I see e.g. medium/content of pictures</li> <li>• I can record my responses to art using my sketchbook</li> <li>• I can ask questions about how art is made</li> </ul>	<p><b>Take inspiration from the great classic and modern</b></p> <ul style="list-style-type: none"> <li>• I can develop understanding of the work of artists past and contemporary, across a range of genres</li> <li>• I can describe the work of notable artists, artisans and designers</li> <li>• I can use some of the ideas of artists studied to create pieces</li> <li>• I can replicate some of the techniques used by notable artists/artisans/designers</li> </ul>	<p><b>Take inspiration from the great classic and modern</b></p> <ul style="list-style-type: none"> <li>• I can give details (including own sketches) about the style of some notable artists, artisans and designers</li> <li>• I can show how the work of those studied was influential in both society and to other artists</li> <li>• I can create original pieces that show a range of influences and styles</li> </ul>	