

# Art & Design Learning Journey



I modify works as it progresses. I consider design, materials and techniques when developing my work and ideas

Increase their proficiency in the handling of different materials

Develop 3D building and construction skills.



Can correct mistakes taken by creative risks and explore their artistic possibilities through critical thinking.

Eradicate brush marks and blend a variety of tones accurately and effectively using a range of methods and paintbrushes.



Select colour for a purpose and to express feelings.



Be able to select an appropriate style of brush to suit a given style.



Select objects to create a desired print effect.



Be able to depict movement and perspective when completing initial sketches in preparation for painting

**KS3**

Explore and evaluate printing techniques used by various artists.

Produce increasingly accurate drawings of people, including shading and texture.

**YEAR 6**

Plan, design and evaluate a sculpture.

Discuss and evaluate own work and work of other sculptors.

Use materials other than clay to create 3D sculptures.



Have an awareness of the concept of perspective when completing initial sketches in preparation for painting.



Use a variety of techniques such as shading, line and cross hatching to add effects to an observational drawing or landscape.



Begin to show mood through colour choice.



Identify and use pencils to draw the effect of light on an object from different directions.

Select appropriate tools and materials to carve, add shape, add texture and pattern.



Produce increasingly accurate drawings of people.

Record the textures and patterns that can be created through printing.



Identify and use pencils to draw the effect of light on an object.



Modify and adapt a print.

Explore how brush choice and technique can be used to create different styles of painting (pointillism, impressionism etc).



Confidently use colour, showing an awareness of hue, tint, tone, shade.



**YEAR 5**

Experiment with showing line, tone and texture with different hardness of pencils.

Print with a variety of objects



Select the appropriate pencil to show light and dark.

Introduce colour mixing through overlapping colour prints.



Experiment with colour, using tint, tone and shade.



Carry out rubbings as a form of printing.



Accurately show the differing sizes between foreground and background when completing initial sketches in preparation for painting.



Accurate drawing of whole face (Portrait) including proportion and placement.



Use different types of brushes to experiment with techniques such as dotting and splashing.



Draw lines of varying thickness and use dots and lines to show pattern.



Consider foreground and background when completing initial sketches in preparation for painting.

Use different sized and shaped brushes to experiment with techniques such as dotting, splashing, sweeping and dabbing.



Experiment with clay and other malleable materials and practice joining techniques.

**YEAR 4**

Name and experiment with colour mixing (using terms like primary, secondary and tertiary).



**YEAR 3**



Experiment with a purpose using basic tools on a range of materials.

Become more aware of the feel, form, texture and pattern of various materials.

Create own print blocks/equipment for printing.

Control the range of marks and lines made when drawing and representing shape.

Create patterns using different tools and colours

Extend repeating patterns – overlapping, using two contrasting colours etc.



Accurate drawings of facial features.

Look at the work of sculptors.

Compare and re-create form and shape (e.g. with clay).

Explore tone using different grades of pencil pastel and chalk.

Be able to create texture and specific effects with a range of tools.

Use line and tone to represent objects.

Represent things observed, remembered or imagined using colour.

Use colour to express feelings (e.g. blue – sad)



**KS1**

'Every child is an artist. The problem is how to remain an artist once we grow up.' PABLO PICASSO