

Savile Park Primary School

Coverage in Art and Design



	Phase 1 Reception	Phase 2 Year 1 and 2	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
Drawing	<ul style="list-style-type: none"> Using different drawing materials (pens, pencils, crayons, chalk, oil pastels, ballpoints, felt tips, thick, thin). Describing different lines (making a line that changes). Looking for lines. 	<ul style="list-style-type: none"> Use lines to make patterns. Communicate something about themselves in their drawing. Create moods in their drawings. Draw using pencils and crayons. Draw lines of different shapes and thickness, using 2 different grades of pencil. Looking at objects/observational drawing. <hr/> <ul style="list-style-type: none"> Use three different grades of pencils in their drawing (4B, 8B, HB). Use charcoal, pencil and pastels. Create different tones using light and dark (smudging, blending). Show patterns and textures in their drawings. 	<ul style="list-style-type: none"> Show facial expressions in their drawings. Use their sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade to show different tones and texture. Detailed drawings and sketches. <hr/> <ul style="list-style-type: none"> Begin to show facial expressions and body language in their sketches. Identify and draw simple objects and use marks and lines to produce texture. Explain why they have chosen specific materials to draw with. 	<ul style="list-style-type: none"> Identify and draw simple objects and use marks and lines to produce texture. Successfully use shading to create mood and feeling. Show reflections/distortions. <hr/> <ul style="list-style-type: none"> Sketches to communicate emotions and a sense of self with accuracy and imagination. Explain why they have chosen specific drawing techniques. Portraits and proportion. Show movement and perspective.



<p>Painting</p>	<ul style="list-style-type: none"> • Use different size brushes/different types of paper. • Explore different brush techniques (and how to hold brush). • Explore how to mix powder paints (wet brush, wipe brush, dip in colour, mix). • Use other objects to paint with. 	<ul style="list-style-type: none"> • Describe colour. • Colour mixing (powder paints/poster paints). • Use different paper. • Look at tone/shade. • Choose thick and thin brushes as appropriate. • Paint a picture of something they can see. • Name the primary and secondary colours. <hr/> <ul style="list-style-type: none"> • Mix paint (powder and poster) to create all the secondary colours. • Mix and match colours, predict the outcome. • Mix their own brown. • Make tints by adding white. • Make tones by adding black. • Pattern: using different brushes and objects, using thicker paint to create textures. 	<ul style="list-style-type: none"> • Predict with accuracy the colours that they mix. • Paint a colour wheel to show primary and secondary colours. • Mix and paint warm and cold colours (colours and feelings). • Create a background using a wash. • Use a range of brushes to create different effects. • Monochrome pictures (tone). <hr/> <ul style="list-style-type: none"> • Create all the colours they need. • Mix natural colours (seasonal colours/landscapes). • Successfully use shading to create mood and feelings. • Build up layers/colours. 	<ul style="list-style-type: none"> • Create a range of moods/atmospheres in their paintings. • Explore colour groups and contrasts. • Paint the time of day, using different ways to convey this. <hr/> <ul style="list-style-type: none"> • Explain what their own style is. • Use a wide range of techniques in their work. • Observational painting. • Working in the style of other artists. • Explain why they have chosen specific techniques.
-----------------	--	--	--	--



<p>Printing</p>	<ul style="list-style-type: none"> • Use natural and man made objects. • Print with sponges, vegetables and fruit. • Print onto paper. • Create a repeating pattern. • use pressing, rolling, rubbing and stamping techniques. 	<ul style="list-style-type: none"> • Monoprints using printing inks and rollers (putting inks on a surface and paper over – using a pencil on the paper to create an image). <hr/> <ul style="list-style-type: none"> • Create a block print, using polystyrene squares. Use printing inks and rollers. 	<ul style="list-style-type: none"> • Make a printing block (string) and use to create a repeating pattern. Look at wallpapers, wrapping papers, etc. <hr/> <ul style="list-style-type: none"> • Overprint using different colours (using printing inks and rollers). 	<ul style="list-style-type: none"> • Stencils <hr/> <ul style="list-style-type: none"> • Collagraph printing (making a collage printing plate and sealing it with varnish). • Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.
<p>Textiles</p>	<ul style="list-style-type: none"> • Use large needles to sew (Hessian) . 	<ul style="list-style-type: none"> • Sort threads and fabric. • Weave with fabric and thread. <hr/> <ul style="list-style-type: none"> • Weaving: strips of material/paper. 	<ul style="list-style-type: none"> • Add onto their work to create texture and shape. • Work with modroc and/or papier mache. • Sewing: use more than one type of stitch (binka). <hr/> <ul style="list-style-type: none"> • Use textile and sewing skills as part of a project • Use applique technique 	<ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form (mixed media) • Use wire to produce a 2D image <hr/> <ul style="list-style-type: none"> • Design and make a pencil case with a chosen fastening (buttons, zip, poppers, velcro • Include both visual and tactile elements in their work
	<ul style="list-style-type: none"> • Playdough: exploration. • Clay: exploration. 	<ul style="list-style-type: none"> • Clay: adding patterns/texture by using tools. 	<ul style="list-style-type: none"> • Begin to sculpt clay. • Use tools and natural and manmade objects to 	<ul style="list-style-type: none"> • Use modelling wire to produce a 3D sculpture (shape and form).



3D	<ul style="list-style-type: none">• Constuction (boxes/recycled, natural and manmade materials).	<ul style="list-style-type: none">• Cut, roll and coil materials such as clay or dough.• Make different kinds of shapes.• Construction: arranging and joining boxes/recycled, natural and manmade materials.• Make a clay tile and use tools/objects to create patterns/texture (fire and glaze).• Changing shapes: boxes, wire pipe cleaners and card	decorate the clay bowls (pattern and texture).	
----	--	--	--	--



Collage	<ul style="list-style-type: none"> • Use Lots of different materials: sort, combine, use to make pictures. • On plain material: colour, paint using fabric crayons and food colouring. • Choose and arrange(colours/textures). • Tearing, folding,crumpling and cutting paper to make pictures. 	<ul style="list-style-type: none"> • Gather and sort the materials they will need. • Cut, tear and fold paper and card for their collage. • Create individual and group collages • Use different kinds of materials on their collage and explain why they have chosen them • Use repeating patterns in their collage • Paper skills (curling etc) • Rubbings 	<ul style="list-style-type: none"> • Cut accurately. • Select different materials. • Overlap materials • Experiment using different colours. • Use montage. • Paper mosaic. • Combine visual and tactile qualities 	<ul style="list-style-type: none"> • Silhouettes. • Combine visual and tactile qualities to express mood and emotion. • Justify the materials they have chosen. • Combine pattern, tone and shape. • Develop a design.
Sketch books		<ul style="list-style-type: none"> • Use sketch books to plan projects • Use sketch books to practice techniques 	<ul style="list-style-type: none"> • Use their sketch books to express feelings about a subject and to describe likes and dislikes. • Make notes in their sketch books about techniques used by artists. • Use their sketch books to express their feelings about various subjects and outline likes and dislikes. 	<ul style="list-style-type: none"> • Keep notes in their sketch books as to how they might develop their work further. • Use their sketch books to compare and discuss ideas with others • Contain detailed notes and quotes explaining about items. • Compare their methods to those of others and keep notes in their sketch books



			<ul style="list-style-type: none"> • Use their sketch books to adapt and improve their original ideas. • Keep notes about the purpose of their work in their sketch books. 	<ul style="list-style-type: none"> • Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.
Knowledge	<ul style="list-style-type: none"> • Say what they like about their own work • Describe what they can see and like in the work of another artist/craft maker/designer from different times and cultures for differences and similarities. • Study one of the artists in depth, 	<ul style="list-style-type: none"> • Describe what they can see and like in the work of another artist/craft maker/designer from different times and cultures for differences and similarities. • Ask sensible questions about a piece of art. • Link colours to natural and man-made objects. • Say how other artists/craft makers/designers have used colour, pattern and shape (from different times and cultures for 	<ul style="list-style-type: none"> • Compare work of different artists. • Explore work from other cultures. • Explore work from other periods of time • Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. • Experiment with different styles which artists have used. • Explain art from other periods of 	<ul style="list-style-type: none"> • Experiment with different styles which artists have used. • Learn about the work of others by looking at their work in books, the internet and other sources of information. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. • Say what their work is influenced by.



		<p>differences and similarities).</p> <ul style="list-style-type: none"> • Create a piece of work in response to another artist's work. 	<p>history/different cultures for differences and similarities.</p>	<ul style="list-style-type: none"> • Include technical aspects in their work, e.g. architectural design. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
Notable Artist	<ul style="list-style-type: none"> • Rahul Swami 	<ul style="list-style-type: none"> • <u>Andy Goldsworthy</u> • Laurence Stephen Lowry 	<ul style="list-style-type: none"> • Richard Kitson • Jan Rippingham 	<ul style="list-style-type: none"> • Esther Griffiths • David Hockney
Vocabulary	<p>pressing, rolling, rubbing, stamping, printing, mix, tear, fold, crumple, fabric, textures, repeating patterns</p>	<p>grades of pencil, observational drawing, tone, shade, primary colours, secondary colours, thread, fabric, weave, image, coil, fire, glaze, coil, collage</p> <p><u>grades of pencil, smudging, blending, texture, secondary colours, block print, weaving, fire, glaze</u></p>	<p>grades of pencil, tone, monochrome, texture, primary colours, secondary colours, colour wheel, wash, printing block, Modroc, papier mâché, binka, mosaic, montage, collage</p> <p><u>texture, landscapes, shading, overprinting, textiles, appliqué, visual, tactile</u></p>	<p>texture, shading, mood, atmosphere, scaling, reflections, distortions, contrasts, stencils, 3D form, mixed media, 2D images, coil pot, fire, glaze, silhouettes</p> <p><u>portrait, proportion, movement, perspective, observational drawing, collagraph, printing, collage, printing plate, varnish, visual elements, tactile elements, modelling wire, 3D sculpture, shape, form, pattern, tone</u></p>