



ART AND DESIGN												
Objective Year 3 and Year 4							A1	A2	A3	B1	B2	B3
<i>Artistic techniques</i>	<b>Drawing:</b> Experiment with different grades of pencil and other implements. Explore the potential properties of line, tone/shading, pattern, texture, colour and shape. Alter and refine drawing and describe changes using art vocabulary. Draw from imagination, observation and experience. Use sketch books to collect images and information and develop ideas. Annotate sketch books.	✓	✓	TBC	✓	✓	✓					
	<b>Painting and Colour:</b> Demonstrate a secure knowledge of primary and secondary colours, warm and cold colours, complementary and harmonising colours. Work on preliminary studies (in sketchbooks) to test media and materials. Create imaginative work form a variety of sources.	✓		TBC		✓	✓					
	<b>3D Form:</b> Join clay adequately and work reasonably independently. Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.			TBC		✓						
	<b>Collage and Textiles:</b> Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist. Experiment with a range of media e.g. overlapping, layering etc.		✓	TBC								
	<b>Printing:</b> Print using a variety of materials, objects and techniques including layering: relief, mono-printing, fabric, rubbings, block-printing. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing.			TBC	✓							
<i>Artists and Craft Makers</i>	Investigate the work of great artists in history	✓	✓	✓	✓	✓	✓					
	Develop an awareness of different kinds of art and craft	✓	✓		✓	✓	✓					
	Analyse the creative works of artists/craft makers using key vocabulary	✓	✓	✓	✓	✓	✓					
	Understand the historical development of artists/craft makers	✓	✓	✓	✓	✓	✓					
	Understand the cultural development of artists'/ craft makers' art form	✓	✓	✓	✓	✓	✓					
<i>Exploring and developing ideas</i>	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales	✓	✓	✓	✓	✓	✓					
	Use ICT/photography	✓		TBC		✓	✓					
	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes	✓	✓	✓	✓	✓	✓					
	Question and make thoughtful observations about starting points and select ideas to use in their work	✓	✓	✓	✓	✓	✓					
	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures (should be explored for most projects).	✓	✓	✓	✓	✓	✓					
<i>Evaluating</i>	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them	✓	✓	✓	✓	✓	✓					
	Adapt their work according to their views and describe how they might develop it further	✓	✓	✓	✓	✓	✓					

ART AND DESIGN												
Objectives Year 5 and 6							A1	A2	A3	B1	B2	B3
<i>Artistic techniques</i>	<b>Drawing:</b> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.						✓	✓	TBC	✓	✓	✓
	<b>Painting and Colour:</b> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, Inc. those researched independently. Show an awareness of how paintings are created (composition).						✓	✓	TBC	✓	✓	
	<b>3D Form:</b> Develop skills in using clay Inc. slabs, coils, slips, etc. Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.							✓	TBC			✓
	<b>Collage and Textiles:</b> Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.						✓		TBC			
	<b>Printing:</b> Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.							✓	TBC			
<i>Artists and Craft Makers</i>	Investigate the work of great artists in history						✓	✓	✓	✓	✓	✓
	Develop an awareness of different kinds of art and craft						✓	✓	✓	✓	✓	✓
	Analyse the creative works of artists/craft makers using key vocabulary						✓	✓	✓	✓	✓	✓
	Understand the historical development of artist/craft makers						✓	✓	✓	✓	✓	✓
	Understand the cultural development of artists'/craft maker's art form						✓	✓	✓	✓	✓	✓
<i>Exploring and developing ideas</i>	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales						✓	✓	✓	✓	✓	✓
	Use ICT/photography						✓		TBC		✓	
	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes						✓	✓	✓	✓	✓	✓
	Question and make thoughtful observations about starting points and select ideas and processes to use in their work						✓	✓	✓	✓	✓	✓
	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures (should be explored for most projects).						✓	✓	✓	✓	✓	✓
<i>Evaluating</i>	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them						✓	✓	✓	✓	✓	✓
	Adapt their work according to their views and describe how they might develop it further						✓	✓	✓	✓	✓	✓