

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DRAWING SKILLS</b>	<p>*Explore mark-making with the following media (on cartridge paper unless otherwise stated):-</p> <ul style="list-style-type: none"> <li>• HB pencils and 4B</li> <li>• Wax crayons</li> <li>• Dry pastels (sugar paper)</li> <li>• Oil pastels (sugar paper)</li> <li>• Coloured pencils</li> </ul> <p>*Explore qualities of <u>line</u></p> <p>*Explore mark-making to create <u>textures</u> with a variety of media.</p> <p>*Experiment with 4B pencils, compare with HB. Discuss dark and light marks (<u>tones</u>)</p> <p>*Explore smudging with dry pastels (use cotton buds) use them for <u>colour</u> mixing.</p> <p>*Use oil pastels for resist pictures with thin paint or Brusho dyes.</p>	<p>*Continuing to apply and develop skills introduced in Year 1– all skills are learned and practised over long periods...</p> <p>*Explore mark-making with the following media (on cartridge paper unless otherwise stated):-</p> <ul style="list-style-type: none"> <li>• HB pencils and 4B</li> <li>• Charcoal (on sugar paper)</li> <li>• Wax crayons</li> <li>• Dry pastels (sugar paper)</li> <li>• Oil pastels (sugar paper)</li> <li>• Coloured pencils</li> </ul> <p>*Explore clear <u>lines</u> and smudged <u>lines</u> with charcoal. Make <u>tones</u> of grey.</p> <p>*Blend oil pastel to achieve <u>colours</u></p> <p>*Explore <u>space</u> in drawings – positioning objects:- above, below, next to, in front of and behind. Begin to develop overlapping objects to show 'in front' and 'behind'. Collage can help with this.</p> <p>*Explore mixed media drawings eg charcoal and dry pastels; pencil and water colours.</p>	<p><b>Much of this work is done in sketch books to record observations and use them to review and revisit ideas.</b></p>			
			<p>*Explore marks, <u>textures</u> and the <u>tonal</u> range of HB and 4B pencils; lightest to darkest</p> <p>*Explore qualities of <u>line</u> with a variety of media.</p> <p>*Develop vocabulary to describe qualities of <u>texture, tone, line, shape</u> and movement created in mark-making experiments.</p> <p>*Explore the use of shading to create shadows and <u>form</u>. Build up <u>textures</u> and <u>patterns</u> with layers of marks.</p>	<p>*Continue to develop vocabulary to describe qualities of <u>texture, tone, line, shape</u> and movement created in mark-making experiments.</p> <p>*Further explore the use of shading to create shadows and <u>form</u>. Build up <u>textures</u> and <u>patterns</u> with layers of marks.</p> <p>*Explore a range of media for their contrasting expressive effects eg heavy, dense marks – delicate light marks.</p> <p>*Make mixed media drawings using effects appropriately.</p> <p>*Develop descriptive language.</p> <p>*Develop skills for showing <u>space</u> – eg 'view from a window'.</p> <p>*Explore <u>colour</u> mixing with layers of coloured pencil shading.</p> <p>*Use black and white pastels or charcoal and white pastel to explore <u>tone</u> making a sequence of greys, dark to light.</p> <p>*Develop control with dry and oil pastels making clear and smudged marks appropriately blending <u>colours</u>.</p> <p>*Explore and practise the use of water colours and pointed brushes to <u>colour</u> detailed drawing.</p> <p>Control the amount of water used for blending colours or making clear edged areas.</p> <p>*As above for water colour pencils.</p>	<p>*Media chosen for breadth of experience and including a basic drawing media kit in each class. More frequent use of 2 or 3 media enables skills to develop through practice.</p> <p>*Children begin to select paper appropriate to the media.</p> <p>*Explore use of cross-hatching, shading, and thick/thin lines to show the quality of <u>tone</u> with a variety of black and white media. Copy sections of artists' drawings.</p> <p>*Use the above to show <u>form</u> through observations of shadows.</p> <p>*Explore an increasing range of marks and <u>textures</u> with a variety of media.</p> <p>*Refine skills with dry pastels creating areas of <u>texture, colour</u> blends and sharper marks. Build up layers of marks and smudges.</p> <p>*Explore representation of <u>space</u> with distant tones being paler, distant shapes smaller, close details visible – distant objects are shapes without detail.</p> <p>*Study/sorting colours into <u>tones</u> eg dark blues to light blues and use colours as tones eg dark blues for shadows, yellows for brighter parts.</p> <p>*Begin to try detailed pencil and ink drawings coloured with pointed brushes and water colours or Brusho dyes.</p> <p>*Analysis of an object or view by making several drawings from different viewpoints.</p> <p>*Use mixed media.</p> <p>*Attention to <u>shape, space, texture, tone, line, form and colour</u></p> <p>*Make several drawings of an object each with a focus on a different visual element.</p>	<p>*Media chosen for breadth of experience and including a basic drawing media kit in each class. More frequent use of 2 or 3 media enables skills to develop through practise.</p> <p>*Children begin to select paper appropriate to the media.</p> <p>*Use mark-making with a particular focus on <u>line, texture, or tone</u> as a warm-up activity before drawing. Focus on descriptive vocabulary on feelings – soft, jagged, harsh etc.</p> <p>*Explore contrasts of <u>shape</u>. Use findings in expressive work – eg angry / jagged; soft/curves etc.</p> <p>*Explore an increasing range of marks and <u>textures</u> with a variety of media. Use findings in their work both observational and expressive.</p> <p>*Refine skills with dry pastels creating areas of <u>texture, colour</u> blends and sharper marks. Build up layers of marks and smudges.</p> <p>*Detailed pencil and ink drawings coloured with pointed brushes and water colours or Brusho dyes.</p> <p>*Analysis of an object or view by making several drawings from different viewpoints.</p> <p>*Use mixed media.</p> <p>*Attention to <u>shape, space, texture, tone, line, form and colour</u>.</p> <p>*Make several drawings of an object each with a focus on a different visual element.</p>

PAINTING and PRINTING SKILLS	Experimenting with media and tools before making final work.	Experimenting with media and tools before making final work and collecting these explorations in Sketchbooks Learning Primary and secondary colours / sorting into colour wheel	Continuing to apply and develop skills introduced in KS1 and Years 3&4 – all skills are learned and practised over long periods... Experimenting with media and tools before making final work and collecting these explorations in Sketchbooks. Learning Primary and secondary colours / sorting into colour wheel.
	<p>Develop language to name colours eg. Yellowy green; orange red .... Encourage children to come up with names for colours.</p> <p>*To begin with mix with only 3 colours eg. Red, yellow, blue.</p> <p>*Mix variations of one colour (discuss and mix cold /warm colours)</p> <p><b>Mark Making</b></p> <p>*Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects.</p> <p><b>Mixing Paint</b></p> <p>*Thin paint blends and merges.</p> <p>*More water reduces intensity of colours.</p> <p>*Mixing steps of thin to thick paint. Awareness that thin colours look distant, thick colours look close. (<u>Space</u>)</p> <p><b>Resist Printing</b></p> <p>*explore mono-print with ready mix+ squirt washing-up liquid paint on table top and wetted paper – then draw with fingers in paint, then press paper on table and take-off an image. Can over print in different colours to begin to build up colour-mixing and idea of in front/behind.</p> <p>*explore wax rubbings to collect textures - use for collage.</p> <p><b>Relief printing</b></p> <p>*Explore <u>Pattern</u> and <u>shape</u> printing with found objects; cut vegetable surfaces;</p> <p>*Make printing block by sticking thin ‘found objects’ onto card eg string, seeds, match sticks, wool etc – roll over with black ink and print onto white paper – children work in pairs – one holding, other rolling etc</p>	<p><b>Choosing mixing and using colour:</b></p> <p>*Mixing and sorting colours into sequences of change; sorting into a <u>colour</u> wheel. Learning ‘primary’ and ‘secondary’ <u>colours</u>. Use 2 blues, 2 yellows, 2 reds, black and white.</p> <p>*Making small adjustments to <u>colour</u> mixes to match observations.</p> <p>*Growing awareness of the huge diversity of colours both natural and manufactured.</p> <p>*Mixing using only 3 colours – red, white &amp; yellow; 2 blues and 1 red etc. Developing vocabulary to describe results.</p> <p>*Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences.</p> <p><b>Mark Making</b></p> <p>*Using tools to drag or scrape one colour over another, creating <u>textures</u>.</p> <p>*Make as many marks as possible with one brush.</p> <p>*Experiment with paints and marks on a variety of papers. Describe effects.</p> <p>*Practice fine control with small pointed brushes and water colour or inks &amp; fine brushes.</p> <p>*Build up layers of marks, <u>colours</u> and <u>textures</u> working on a painting on several occasions.</p> <p><b>Mixing Paint</b></p> <p>*For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point.</p> <p>*Use thick or thin paint appropriate to intentions</p>	<p><b>Choosing, mixing and using colour</b></p> <p>*Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences.</p> <p>*Explore varieties of browns and greys.</p> <p>*Experiment with <u>tone</u> to show light and shade.</p> <p>*Develop vocabulary to name <u>colours</u> using primary and secondary colour names together with other words. eg. ‘dark reddish purple.’</p> <p>*Overlaying translucent <u>colour</u> to make new ones with water colours or inks.</p> <p>*Explore, use and observe cold/warm contrasts.</p> <p><b>Mark Making</b></p> <p>*Using tools to drag or scrape one colour over another, creating <u>textures</u>.</p> <p>*Make as many marks as possible with one brush.</p> <p>*Experiment with paints and marks on a variety of papers. Describe effects.</p> <p>*Practice fine control with small pointed brushes and water colour or inks &amp; fine brushes.</p> <p>*Build up layers of marks, <u>colours</u> and <u>textures</u> working on a painting on several occasions.</p> <p><b>Mixing Paint</b></p> <p>*For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point.</p> <p>*Use thick or thin paint appropriate to intentions</p>
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**SCULPTURE SKILLS**

Drawing before making prepares children in order to plan their 3D outcome.

**Construction**  
 Building models with boxes and containers, choosing their **shape** and **form** to suit purpose. Cover constructions with pasted strips of newspaper and or paint to apply colour and small features with collage.

**Modelling Clay**  
 \*Explore surface texture on plasticine using found objects and tools.  
 \*Roll out clay to make slabs/tiles and decorate with **pattern** & texture by pressing objects in or adding raised up (relief) using slip to stick to roughed-up surface.

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 \*Roll out clay to make slabs/tiles and decorate with **pattern** & texture by pressing objects in or adding raised up (relief) using slip to stick to roughed-up surface.  
 \*Learn how to make a thumb or pinch pot.  
 \*Join two thumb pots together to make larger hollow forms.  
 \*Use modelling tools to help shape, fix, texture pots.  
 \*Use bits and pieces of clay to add on surface detail and pattern.

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 \*Join two thumb pots together to make larger hollow forms.  
 \*Use modelling tools to help shape, fix, texture pots.  
 \*Use bits and pieces of clay to add on surface detail and pattern.  
**Collage**  
 \*collect and select from a wide variety of **colours** from magazines; sort by colour and tone.

**Textiles**  
 \*Explore sewing as way of drawing coloured lines and applique shapes.  
 \*Weave pictures and patterns into garden netting or open weave net curtains using wool. Fabric strips etc.  
 \*collect and select from a wide variety of **colours** from magazines; sort by colour and tone.  
**Construction with wire.**

**Modelling Clay**  
 \*Learn to use coils to build larger. **forms**  
 \*Use modelling tools to help **shape**, fix, texture pots.  
 \*Use bits and pieces of clay to add on surface detail and **pattern**.  
 \*apply brushed or dipped glaze to add **colour**.