Oaklands Primary School Art Skills Curriculum Plan

		Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
	EYFS	● Explore mark making using a range of drawing materials. ● Investigate marks and patterns when drawing. ● Identify similarities and difference between drawing tools. ● Investigate how to make large and small movements with control when drawing. ● Practise looking carefully when drawing. ● Combine materials when drawing.	● Explore paint, using hands as a tool. ● Describe colours and textures as they paint. ● Explore what happens when paint colours mix. ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, e.g. mixing in other materials or adding water. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage.	● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices. ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour.	
	Year 1	● Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern). ● Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape). ● Draw and combine geometric shapes (Line, Shape). ● Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line). ● Apply more pressure when drawing or colouring to create a darker tone (Tone). ● Create an area with a single, consistent tone when colouring/shading (Tone). ● Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space).	● Combine primary coloured materials to make secondary colours. ● Mix secondary colours in paint. ● Choose suitable sized paint brushes. ● Clean a paintbrush to change colours. ● Print with objects, applying a suitable layer of paint to the printing surface. ● Overlap paint to mix new colours. ● Use blowing to create a paint effect. ● Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	● Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures. ● Decide the best way to glue something. ● Create a variety of shapes in paper, eg spiral, zig-zag. ● Make larger structures using newspaper rolls.	

Year 2	● Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture). ● Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape). ● Compose more complex drawings by combining shapes (Shape, Space). ● Use shading to show light and dark areas (Tone). ● Use the same tool to colour/shade different tones by adjusting pressure (Tone). ● Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space).	● Mix a variety of shades of a secondary colour. ● Make choices about amounts of paint to use when mixing a particular colour. ● Match colours seen around them. ● Create texture using different painting tools. ● Make textured paper to use in a collage. ● Choose and shape collage materials e.g. cutting, tearing. ● Add painted detail to a collage to enhance/improve it.	● Smooth and flatten clay. ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay.	
Year 3	● Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin (Line, Texture, Tone, Pattern). ● Recognise more organic shapes within objects (shape). ● Attempt to draw 3D forms using line and shape (Line, Form, Shape). ● Place tonal shading by experimenting and recognising how it can help to show that a shape has form (Shape, Form, Tone). ● Sketch out an idea or composition using short, fast, light strokes and 2D shapes (Space, Shape, Line).	● Use simple shapes to scale up a drawing to make it bigger. ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. ● Make natural paints using natural materials. ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours.		● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue. ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information.

Year 4	● Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (Line). ● Represent geometric 3D shapes more accurately and begin to include organic forms (Line, Shape, Form). ● Use a more diverse range of marks to convey a subject's form (Line, Tone, Form). ● Combine lines and marks to create light and dark areas of a drawing (Tone). ● Recognise the impact of light on form (e.g. where it hits 3D objects and where shadows form) (Shape, Form, Tone). ● Start to depict an object's form with tonal shading, highlighting the presence and absence of light (Form, Tone). ● Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones (Tone). ● Sketch to plan the placement of their composition elements for visual effect (Space). ● Draw more accurately in relative size/proportion (Space). ● Recognise whether something is in the foreground or background of a composition and how size can show distance (Space)	● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials.		● That a mood board is a visual collection which aims to convey a general feeling or idea. ● That batik is a traditional fabric decoration technique that uses hot wax. How to: ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Ue glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece.

Year 5	● Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion (Line). ● Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition (Line). ● Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed (Line). ● Identify qualities and techniques that resonate and begin to develop personal style and preferences (Line, Shape, Form, Texture, Tone, Pattern). ● Refine tonal shading to show greater graduations in tone (Tone, Form). ● Blend to smooth transitions in tone (Tone). ● Use shading techniques such as cross hatching, to create texture as well as depth (Tone, Texture, Form). ● Use sketching to experiment with ideas, layout and shading. (Space) ● Consider balance and symmetry / asymmetry in compositions (Space). ● Start using size to develop a foreground, midground and background in compositions (Space)	● Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas.		● Make an observational drawing of a house. ● Use shapes and measuring as methods to draw accurate proportions. ● Select a small section of a drawing to use as a print design. ● Develop drawings further to use as a design for print. ● Design a building that fits a specific brief. ● Draw an idea in the style of an architect that is annotated to explain key features. ● Draw from different views, such as a front or side elevation. ● Use sketchbooks to research and present information about an artist. ● Interpret an idea in into a design for a structure.

	Year 6	● Explore the expressive qualities of line as part of their iterative process (Line, Shape, Texture). ● Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect (Line, Shape, Form, Texture, Tone, Pattern). ● Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions (Tone, Form, Texture, Pattern). ● Find a point in the distance to draw from (one-point perspective) (Space, Line). ● Scale drawings up or down while aiming to keep proportion (Space).	Use sketchbooks to research and present information. ● Develop ideas into a plan for a final piece. ● Make a personal response to the artwork of another artist. ● Use different methods to analyse artwork such as drama, discussion and questioning.	● Translate a 2D image into a 3D form. ● Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). ● Manipulate cardboard to create different textures. ● Make a cardboard relief sculpture. ● Make visual notes to generate ideas for a final piece. ● Translate ideas into sculptural forms.	