

## Art & Design Key Skills List

<b><u>Area</u></b>	<b><u>Lower School</u></b>	<b><u>Upper School</u></b>
<b><u>Exploring and developing ideas (ongoing)</u></b>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
<b><u>Evaluating and developing work (ongoing)</u></b>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>
<b><u>Drawing</u></b>	<p><b><u>Year 3</u></b>            Experiment with different grades of pencil and other implements.            Plan, refine and alter their drawings as necessary.            Use their sketchbook to collect and record visual information from different sources.            Draw for a sustained period of time at their own level.            Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><b><u>Year 4</u></b>            Make informed choices in drawing inc. paper and media.            Alter and refine drawings and describe changes using art vocabulary.            Collect images and information independently in a sketchbook.            Use research to inspire drawings from memory and imagination.            Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p><b><u>Year 5</u></b>            Use a variety of source material for their work.            Work in a sustained and independent way from observation, experience and imagination.            Use a sketchbook to develop ideas.            Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p><b><u>Year 6</u></b>            Experiment with soft pencils to create light and shade            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.</p>

<p><b><u>Painting</u></b></p>	<p><u>Year 3</u>  Mix a variety of colours and know which primary colours make secondary colours.  Use a developed colour vocabulary.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.  Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p><u>Year 4</u>  Make and match colours with increasing accuracy.  Use more specific colour language e.g. tint, tone, shade, hue.  Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task.  Show increasing independence and creativity with the painting process.</p>	<p><u>Year 5</u>  Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  Work on preliminary studies to test media and materials.  Create imaginative work from a variety of sources.</p> <p><u>Year 6</u>  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, including those researched independently. Show an awareness of how paintings are created (composition).</p>
<p><b><u>Printing</u></b></p>	<p><u>Year 3</u>  Print using a variety of materials, objects and techniques including layering.  Talk about the processes used to produce a simple print.  To explore pattern and shape, creating designs for printing.</p>	
<p><b><u>3D form</u></b></p>	<p><u>Year 3</u>  Join clay adequately and work reasonably independently.  Construct a simple clay base for extending and modelling other shapes. Plan, design and make models</p> <p><u>Year 4</u>  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 recycled, natural and man-made materials to create a sculpture.</p>	<p><u>Year 5</u>  Describe the different qualities involved in modelling, sculpture and construction  Plan a sculpture through drawing and other preparatory work</p>

<p><b><u>Textiles/ collage</u></b></p>	<p><u>Year 4</u> 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 textile elements.</p>	<p><u>Year 6</u> 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.</p>
<p><b><u>Breadth of study (ongoing)</u></b></p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>