

Development of Art at George Spicer

Year Group	Drawing	Painting	Printing	3D	Collage	Sketch books
Mediums	<i>(Pencils, charcoal, chalks, pastels – oil and chalk, felts, colouring pencils, mud and sticks)</i>	<i>(Powder paints, poster, watercolour, acrylic, brushes in different shapes and sizes)</i>	<i>(found materials, hands, fruit/veg, wood blocks, press print, lino, string)</i>	<i>(clay, dough, boxes, wire, paper sculpture, mod roc)</i>	<i>(coloured paper, newspaper, tissue paper, scraps, fabric, scissors, glue, found objects)</i>	
Key vocabulary	Line, shade, blend, texture, smooth, cross hatching, tone, light, dark, surface, reflection, shadow, perspective, portrait, proportion	Mixing, tone, shade, tint, primary colours, secondary colours, tertiary colours, complementary colour, blend, layer	Colour, shape, printing, printmaking, woodcut, relief printing, block printing, lino printing, positive/ negative space, pattern, repeat, tile, arrange.	Bend, cut, knead, roll, form, perspective		
Suggested Artists	Suggested artists: Ben Levy, Elizabeth Catlett, Adonna Khare, Hector, Gonzales, Sam Cox (Mr Doodle)	Suggested artists: Ben Levy, Van Gogh, Picasso, Monet, Faith Ringgold.	Suggested artists: Andy Warhol, Picasso, Sue Jean Covacevich, Matisse.	Suggested artists: Andy Gormley, Alberto Giacometti, Constantin Brancusi, Henry Moore, Michelangelo.	Suggested artists: Matisse, Kara Walker, David Hockney, Kurt Schwitters, Jason Mercier	
6	Independently select appropriate pencils and use to full effect. To use shading to create mood and feeling. To interpret the texture of a surface (<i>Shading techniques</i>). To produce increasingly accurate drawings of people (<i>face perspective</i>)	To confidently produce a range of colours for a piece of artwork. To use different techniques and brush marks to create texture in their paintings. To be able to create atmosphere, mood and feeling in their paintings. To start to To be able to work on sustained pieces and review and refine. To start to develop uniqueness and creativity in their artwork as opposed to producing replicas..		To create models on a range of scales. To create work which is open to interpretation by the audience. To include both visual and tactile elements in their work. To discuss and evaluate own work and that of other sculptors. To use wire to create a foundation for sculpture. To create mood in their sculpture through texture/positioning/colour.	To justify the materials they have chosen. To combine pattern, tone and shape. To layer textures and colours to create interest. To cut complex shapes in various sizes to represent ideas. To translate more complex images into shapes suitable for collage. To manipulate materials to create textures that have been observed. To select materials to represent tones. To cut complex lines and shapes	To include detailed notes and annotations in sketch books explaining To compare their methods to those of others and keep notes in their sketch books. To combine graphics and text based research of commercial design, e.g. magazine, to influence the layout of their sketch books.
5	Use drawing devices to support accuracy such as guides, view finders. To independently select appropriate grade of pencil for desired shade/ texture. To mix drawing techniques and mark making skills in a sketch for effect. To demonstrate the effect of light on objects and people from different directions (<i>shading</i>). To produce increasingly accurate drawings of people.	Start to produce a range of colours, tones and tints independently, for a specific piece of work. Use knowledge of colour mixing to start experimenting with skin tones. Independently, choose a selection of brushes for a piece of work to different effect. Introduction to layering paint – building a picture up in stages – background, mid-ground and foreground.	To design and create printing blocks/tiles. To develop techniques in mono, lino and collograph printing. To create and arrange accurate patterns and develop repeat designs. To use more than one colour to layer in a print. Think about combining print with other media where appropriate.		To justify the materials they have chosen. To combine pattern, tone and shape. To layer textures and colours to create interest. To cut complex shapes in various sizes to represent ideas. To translate more complex images into shapes suitable for collage. To manipulate materials to create textures that have been observed. To select materials to represent tones.	To produce initial sketches and research before completing a piece of art. To keep notes in their sketch books as to how they might develop their work further. To use sketch books to compare and discuss ideas with others. To record explorations and experimentations as well as try out ideas evaluating as you go. To discuss and evaluate own work and that of existing artists.

	To demonstrate a concept of perspective.	To be able to work on a sustained piece and review and refine as they go.			To cut complex lines and shapes	
4	To identify and draw the effect of light - thinking about the light source and demonstrating the shadow of an object. To use a range of mark making techniques to produce texture. To begin to show facial expressions and body language in sketches.	To be able to create all of the colours needed for their art independently. To be able to mix brown using primary colours. Independently select the brush size that best suits the technique and artwork they are producing. To understand that they may need to use more than one brush for one piece of artwork. Start to think about the consistency of the paint – eg if it's more wet or dry – how will this affect the outcome. What consistency is best for a particular technique To apply the following techniques- applying a wash as a background, blending colours.	To replicate patterns from observations. To make more sophisticated printing blocks. To explore lino printing using polystyrene. To make repeated patterns with precision. Explore printing in relief eg string, card, tissue paper, polystyrene. Develop print techniques to produce repeat patterns.	To experiment with and combine materials and processes to design and make a 3D form. To begin to sculpt clay and other mouldable materials. To independently plan ideas and develop original ideas. Begin to show an awareness of objects having a third To add onto work to create texture and shape. To shape, form, model and construct an outcome using malleable materials. Develop finishing techniques such as glaze, paint, polish.		To use write about likes and dislikes of an existing artwork or their own. To use their sketch books to adapt and improve their original ideas. To keep notes about the purpose of their work in their sketch books. To begin to adapt work with support as and explain why. To plan, collect and develop ideas.
3	To experiment with the potential of a range of graded pencils. To explore how holding the pencil can create different marks. To produce close observational drawings focusing on texture and light and dark.. Draw both the positive and negative shapes To complete initial sketches as a preparation for painting. To draw accurate drawings of people – particularly faces.	Name and mix primary, secondary and tertiary colours independently. To be able to make tints by adding white and make tones by adding black independently. To experiment using a range of brushes to create different effects. To apply the following techniques- apply colour using dotting, splashing, scratching.		To experiment with and combine malleable materials and processes to design and create an imaginary or realistic form – e.g. figure, model, structure etc To join two parts successfully. To develop a base and add onto and extend work to create texture and shape. Plan and develop ideas with support. To shape, form, model and construct a final outcome using rigid materials. Explore finishing techniques such as glaze, paint, polish.	To simplify drawings or observed images into shapes ready for collage. To layer shapes to create depth and interest. To be able to cut accurately, turning paper rather than body. To overlap materials. To select a range of coloured and textured paper to represent ideas. To use mosaic.	To express feelings about a subject and to describe likes and dislikes. To make notes in sketch books about techniques used by artists. To plan ideas and develop original ideas. To suggest improvements to their work by keeping notes in sketch books.
2	To begin to show pattern and texture in drawings. To experiment with using charcoal, pencil and pastels. To create shade and tone using up to 4 different graded pencils. Use a viewfinder to focus on a specific part of an artefact before drawing it.	Name and mix primary and secondary colours independently. To be able to make tints by adding white and make tones by adding black with guidance. To clean brushes before changing colours unprompted. To choose colour for a purpose.	To begin to design and execute their own print from sketches or visual prompts. Continue to explore printing simple pictures and patterns using block and roller print techniques. To develop printing techniques to produce a finished outcome.	To be able to shape and model materials for a purpose with guidance. Continue to manipulate malleable materials in a variety of ways, developing and mastering skills in rolling, coiling, pinching and kneading and carving. To be able to produce a clay pot.	To draw a simple shape and cut around the lines neatly with some control. To cut basic shapes without a pre-drawn line. To cut and tear paper and card for their collages. To gather and sort the materials they will need. To apply glue without waste. To create group and individual collages.	To begin to demonstrate their ideas through mark making. To describe ideas using 'annotation' labelling of key words. To say what they like/don't like about their work or an existing artwork. To be able to work into and improve/develop a piece of art.

				<p>To make different kinds of shapes using appropriate tools.</p> <p>To add texture by using appropriate tools more independently.</p>	<p>To use different kinds of materials on their collage and explain why they have used them.</p>	
1	<p>To experiment with two different graded pencils to produce light and dark areas.</p> <p>To draw lines of varying thickness.</p> <p>To observe and draw landscapes.</p> <p>To observe anatomy (faces, limbs).</p>	<p>Name and mix primary and secondary colours with guidance.</p> <p>To experiment using a range of brush sizes for different effects and marks.</p> <p>To clean brushes before changing colours when prompted.</p> <p>To learn how much paint to apply on brushes and on paper.</p>	<p>To copy an original print.</p> <p>To explore making a range of patterns and marks using block and roller printing techniques.</p> <p>To experiment with a variety of materials with guidance to produce block prints e.g. sponges, fruit, blocks, potatoes, polystyrene, straws, fingers, stamps, corks.</p> <p>To experiment and trial a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p>	<p>To make different kinds of shapes.</p> <p>To explore working with malleable materials such as clay, dough or plasticine to cut, roll, coil, knead, and pinch.</p> <p>To add texture to objects using tools with guidance.</p>	<p>Use scissors safely and with increasing control.</p> <p>To draw irregular and abstract shapes and cut them out.</p> <p>To gather and sort materials for a collage.</p> <p>To apply glue with less waste.</p> <p>To plan a collage and execute it with guidance.</p> <p>To create individual collages based on a theme.</p>	<p>To begin to demonstrate their ideas through mark making.</p> <p>To say what they like/don't like about their work or an existing artwork.</p> <p>To be able to improve a piece of work.</p>